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Le rapport décrit les services offerts aux élèves handicapés de la vue par le Montreal Association School for the Blind (MASB) et l'extension que ces services ont connu au cours de l'année 1979-1980. Le modèle d'implantation et d'organisation des services itinérants du MASB est particulièrement pris en considération. L'objectif de ces services est de faciliter l'intégration scolaire en milieu régulier des élèves handicapés de la vue. Au total, en 1979-1980, 75 élèves du primaire et du secondaire de la région de Montréal bénéficiaient des services itinérants du MASB.

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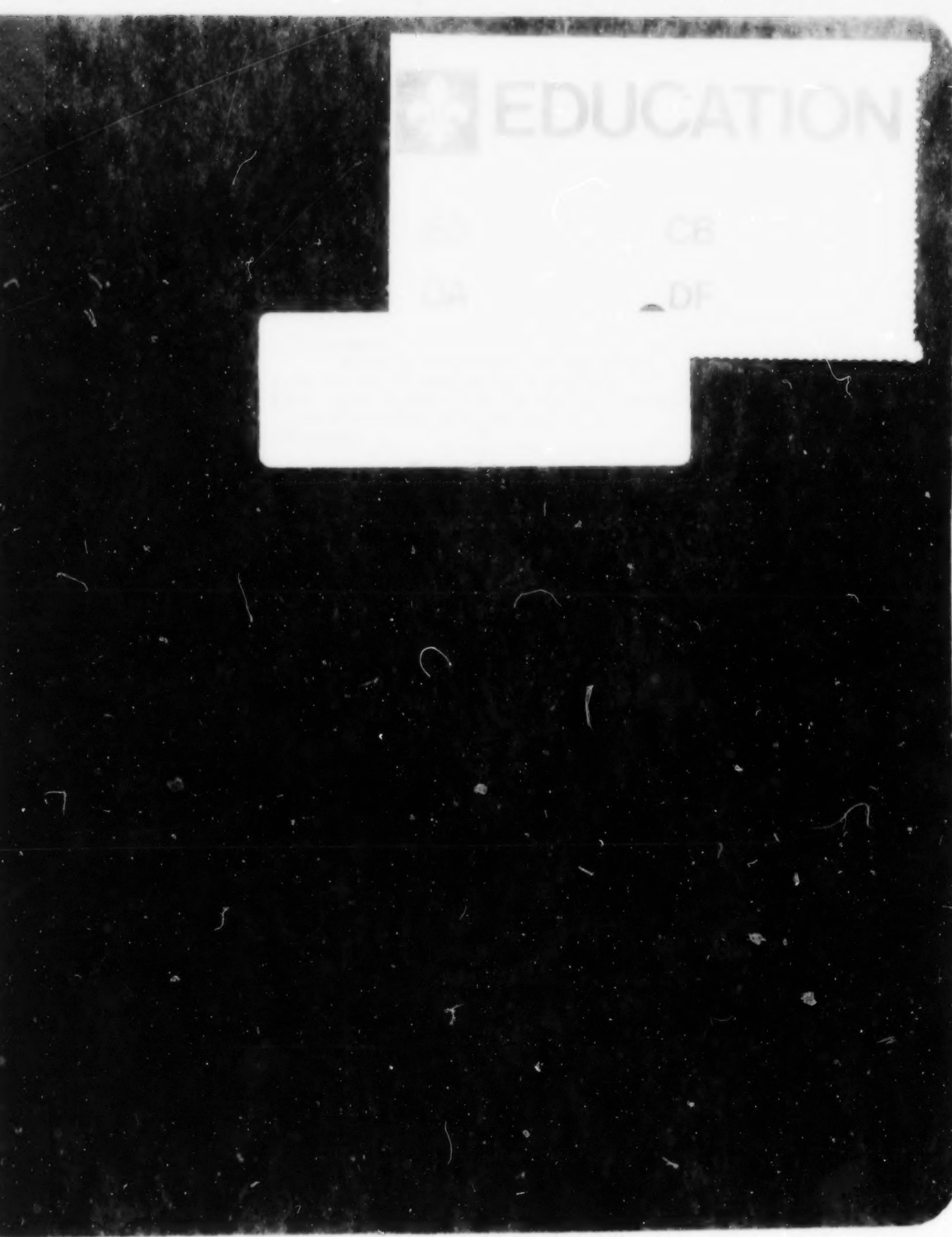
EDUCATION

VSD PILOT PROJECT

INTEGRATION OF VISUALLY
HANDICAPPED STUDENTS
INTO THE REGULAR SCHOOLS

1979 - 1980

PLAN DU RAPPORT DE LA RECHERCHE

1. Titre du projet

Montreal Association For The Blind Pilot Project: Integration Of Visually Handicapped Students Into The Regular Schools

2. Commision scolaire Ecole(s)

Bureau des Ecoles Protestantes du Grand Montréal (BEPGM)

The Montreal Association School for the Blind, now known as the Philip E. Layton School.

3. Membres de l'équipe de recherche et d'intervention: (nom, profession et formation, responsabilité dans le projet.)

Mr. J. K. Evans, Principal, responsable, Pilot Project.
Qualifications: Bachelor of Arts; Post-Graduate Diploma in Institutional Administration; and (current) M.A. (Educational Administration)

Teaching Experience: 16-years

Consultant: 1-year

Experience working with visually handicapped:
1958-1963: Supervisor of tutorial and recreational activities, Birmingham Institute for the Blind.
1973-Present: Principal and Deputy Director General, Montreal Association For The Blind.

.../2

Mr. Leo Bissonnette, Researcher, Pilot Project.
Qualifications: Loyola College, B.A. (Honours) in Sociology, June 1974, graduating magna cum laude.
Concordia University, M.A. in Sociology, June 12, 1977.
Since September 1978, Mr. Bissonnette has been enrolled in McGill University's graduate programme in the Department of Sociology at the Ph.D. level.

Improvement of major contemporary social problems:
Mr. Bissonnette has dedicated himself to the improvement of Major Contemporary Social Problems, especially for the blind and multi-handicapped. In 1977 he worked three months with the Centre for Continuing Education, Dawson College, to investigate the feasibility of organizing educational programmes for blind adults. From October 1977 to May 1978 he was a consultant for Dawson College on the Learn Again Programme: Education for the Visually Handicapped. From May 1979 to July 1979 he prepared a report on: "A Policy Pertaining to the Reception of Visually Handicapped Students in CEGEP."

Academic Leadership: Since September 1977, Mr. Bissonnette has been a member of the part-time instructional staff of Concordia University in the Department of Sociology. Furthermore, he has been a substitute teacher with the Protestant School Board of Greater Montreal since 1977 and an instructor in the summer programme of the Montreal Association School for the Blind.

.../3

Mr. J. Tessler, Itinerant Teacher

Qualifications: Bachelor of Education.

Teaching experience: 5-years.

Miss Sandra Dorfman, Itinerant Teacher

Qualifications: Bachelor of Education, Diploma in Special Education.

Teaching experience: 1-year.

4. Plan de la recherche:

4.1 Modèle d'organisation détaillé des services éducatifs expérimentés dans la réalisation du projet. Il importe de préciser chacun des éléments (variables) suivants(es):

a. Spécification des difficultés des éléves concernés par ce projet;

Generally speaking, the MAB/PSBGM serves the needs of visually handicapped students - that is, students whose visual impairment, even with correction, adversely affects their educational performance. More specifically, the visual impairment of these students can be described as follows:

1. Multi-handicapped/visually impaired. By definition, this means a combination of the following: Multi-handicapped - two or more coincidental and educationally significant physical and/or psychological handicaps; visually impaired - a visual impairment which, even with correction, adversely affects a student's educational

.../4

performance. This population of students is provided with a more individualized approach than can be offered in a regular classroom before any attempt is made to integrate a student on either a part-time and/or full-time basis. In order to respond to the particular difficulties of the multi-handicapped/visually impaired students, the MAB/PSBGM operates a residential school with special facilities and equipment.

2. The totally blind. "Blind" means a visual limitation constituting an educational handicap with the primary educational media being tactile (braille) and auditory (tapes). Many of these students remain in regular classes throughout their school career and receive the support services of an itinerant teacher.

3. Legal blindness. "Legal blindness" means a central visual acuity of 20/200 or less in the better eye with correcting lenses, or a peripheral field so contracted that the widest diameter of such a field subtends an angular distance no greater that twenty (20) degrees. These students are eligible for itinerant teacher services.

.../5

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4. Low Vision. "Low vision" means a visual limitation, generally 20/70 or less, constituting an educational handicap with print being used as the primary educational medium. These students remain in regular classes throughout their school career and receive the support services of an itinerant teacher.

b. Nombre d'éléves en fonction des difficultés énumérées précédemment;

Distribution of students in MAB/PSBGM educational programmes

Programmes	Number of Students
Multi-Handicapped/Visually Impaired: Itinerant Services Programme (1)	11
Totally Blind: Itinerant Services Programme	11
Vision Itinerant Services Programme (2)	53
	75

Note I: A total of 25 multi-handicapped/visually impaired students attend the MAB residential school; 11 of these students have been targeted for integration into the regular school system.

Note II: The Vision Itinerant Services Programme serves the needs of students considered to be "legally blind" or those with "low vision."

Reader's Note: The MAB as part of its comprehensive service to the visually handicapped community in Quebec, extends its educational services to meet the needs of 20 pre-school children and 19 post-secondary students. In other words, the MAB/PSBGM serves the needs of 75 students eligible for itinerant teacher services; the MAB, as part of its comprehensive programme of services to the visually handicapped of Quebec, serves a total of 114 students. (See section 4.1G below for more details.)

c. Groupe-âge et sexe;

1. Multi-handicapped/visually impaired students targeted for integration.

The following two figures provide a profile of the multi-handicapped/visually impaired students presently attending the MAB residential school targeted for integration into the regular school system.

Figure 1

Age Age in Years

Category Label	Code	Absolute Freq.	Relative Freq. (PCT)	Adjusted Freq. (PCT)	Cum Freq. (PCT)
	5.	1	9.1	9.1	9.1
	7.	1	9.1	9.1	18.2
	9.	3	27.3	27.3	45.5
	10.	2	18.2	18.2	63.6
	12.	1	9.1	9.1	72.7
	13.	1	9.1	9.1	81.8
	16.	1	9.1	9.1	90.9
	18.	1	9.1	9.1	100.0
	Total	11	100.0	100.0	

.../7

Figure 2

Sex

Category Lable	Code	Absolute Freq.	Relative Freq. (PCT)	Adjusted Freq. (PCT)	Cum Freq. (PCT)
Female	1.	4	36.4	36.4	36.4
Male	2.	7	63.6	63.6	100.0
	Total	11	100.0	100.0	

2. Itinerant Services Programme for the Totally Blind

The following two figures provide a profile of totally blind students who attend regular schools and receive the support services of an itinerant teacher.

Figure 1

Age Age in Years

CODE	FREQ	ADJ PCT	CUM PCT	CODE	FREQ	ADJ PCT	CUM PCT	CODE	FREQ	ADJ PCT	CUM PCT
9.	1	9	9	13.	2	18	55	17.	2	18	91
10.	2	18	27	14.	1	9	64	18.	1	9	100
12.	1	9	36	16.	1	9	73				

Figure 2

Sex

CODE	FREQ	ADJ PCT	CUM PCT	CODE	FREQ	ADJ PCT	CUM PCT	CODE	FREQ	ADJ PCT	CUM PCT
1.	4	36	36	2.	7	64	100				

3. Vision Itinerant Services Programme

The following two figures provide a profile of students with low vision who remain in regular classes throughout their school career and receive the support services of an itinerant teacher.

Figure 1

Age — Age in Years

CODE	FREQ	ADJ PCT	CUM PCT	CODE	FREQ	ADJ PCT	CUM PCT	CODE	FREQ	ADJ PCT	CUM PCT
9.	8	15	15	14.	4	8	66	20.	1	2	96
10.	6	11	26	15.	2	4	70	26.	1	2	98
11.	2	4	30	16.	6	11	81	30.	1	2	100
12.	6	11	42	17.	4	8	89				
13.	9	17	58	18.	3	6	94				

Figure 2

Sex

CODE	FREQ	ADJ PCT	CUM PCT	CODE	FREQ	ADJ PCT	CUM PCT	CODE	FREQ	ADJ PCT	CUM PCT
1.	21	40	40	2.	32	60	100				

d. Localisation des jeunes en fonction de leurs pairs du secteur dit "regulier";

Figure 1

Geographical distribution of students in the MAB/PSBGM Itinerant Services Programme for the totally blind.

Location of Schools	Frequency
1. Montreal West	7
2. Montreal	1
3. Laval	1
4. Beaconsfield	1
5. St. Laurent	1
Total:	11

Figure 2

Geographical distribution of students in the MAB/PSBGM Vision Itinerant Services Programme

Location of Schools	Frequency
1. Baie D'Urfé	1
2. Beaconsfield	1
3. Chateauguay	3
4. Chomedey	3
5. Cote St. Luc	1
6. Cowansville	1
7. Dollard des Ormeaux	1

.../10

(d. Fig. 2 - cont'd)

Location of Schools	Frequency
8. Dorval	2
9. Farnham	1
10. Greenfield Park	2
11. Lachine	2
12. Ville LaSalle	2
13. Laval	1
14. Montreal	8
15. Montreal East	1
16. Montreal West	2
17. Notre Dame de Grace	5
18. Pierrefonds	4
19. Pointe Claire	3
20. St. Basile le Grand	1
21. St. Bruno	1
22. St. Laurent	4
23. St. Sauveur	1
24. Verdun	2
Total:	53

.../11

e. Organisation humaine et physique de l'école:

Humaines. In regard to each of the students, we work with the principal and teacher(s) in the regular schools.

Physique. As the reader will see from the following four figures, the students are distributed throughout the jurisdictions of a number of school commissions at the elementary and high school levels.

Figure 1

Schools served by the MAB/PSBGM Itinerant Services Programme for the totally blind

	Schools Served	Frequency
1.	Elizabeth Ballantyne	3
2.	Montreal West High School	4
3.	Western Laval	1
4.	Gerald McShane	1
5.	Windermere	1
6.	Parkdale School	1
	Total:	11

Figure 2

School Boards served by the MAB/PSBGM Itinerant Services Programme for the totally blind

	School Boards	Frequency
1.	Bureau des Ecoles Protestantes du Grand Montreal	8
2.	Commission des Ecoles Catholiques de Montréal	1
3.	Laurenvale School Commission	1
4.	Lakeshore	1
	Total:	11

.../12

Figure 3

Schools served by the MAB/PSBGM Vision Itinerant Services Programme

	School Served	Frequency
1.	Herbert Purcel	2
2.	Herbert Symonds School	1
3.	Lachine Rapids School	1
4.	Parkdale School	3
5.	Somerled School	1
6.	Stonecroft School	1
7.	Westpark School	1
8.	Willowdale School	1
9.	Woodland School	1
10.	Dorval High School	1
11.	Malcolm Campbell High School	1
12.	Montreal West High School	2
13.	Verdun High School	1
14.	Jewish General Hospital	1
15.	Mackay Center for Deaf and Crippled Children	3
16.	PSBGM Adult Services	2
17.	Gerald McShane	2
18.	John XXIII	1
19.	Clément School	1
20.	Resurrection of Our Lord	1
21.	LaSalle Catholic Comprehensive High School	1
22.	Edouard Laurin School	1

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	School Served	Frequency
23.	Chomedey Polyvalent	2
24.	Centennial	2
25.	St. Willibrord School	1
26.	St. Paul School	1
27.	Howard S. Billings	1
28.	Ecole Monseigneur Gervais	1
29.	Montarville School	1
30.	Ecole Marie-Rose	1
31.	Heroes Memorial School	1
32.	St. Thomas High School	2
33.	Dorset	1
34.	Beaconhill	1
35.	John Rennie High School	1
36.	Spring Gardens	1
37.	Polyvalente Jean Jacques Bertrand	1
38.	Solomon Schechter Academy Inc.	1
39.	Miriam School	2
40.	Vanguard School of Quebec Ltd.	1
41.	Peter Hall School	1
	Total:	53

.../14

Figure 4

School Boards served by the MAB/PSBGM Vision Itinerant Services Programme

	School Boards	Frequency
1.	Bureau des Ecoles Protestantes du Grand Montréal	23
2.	Commission des Ecoles Catholique de Montréal	3
3.	Commission Scolaire du Sault Saint-Louis	3
4.	Commission Scolaire du Sainte-Croix	1
5.	Laurenvale School Commission	2
6.	Commission Scolaire Régionale Protestante South Shore	2
7.	Commission Scolaire de Chateauguay	2
8.	Protestant Regional School Board of Chateauguay Valley	1
9.	Commission Scolaire Mont-Fort	2
10.	Commission Scolaire des Laurentides	1
11.	District of Bedford Protestant Regional School Board	1
12.	Commission Scolaire Baldwin-Cartier	2
13.	Commission Scolaire Lakeshore	4
14.	Commission Scolaire Régionale Honoré-Mercier	1
15.	Private Schools	5
	Total:	53

f. Identification des intervenants, spécification des rôles, fréquence de leurs interventions (total du nombre d'intervenants);

During the 1979-80 school year, the MASB had two full-time itinerant teachers on staff providing services in the following areas:

FUNCTION	FREQUENCY
Assistance to teachers and other school personnel	Itinerant support service is not considered to be an all-day, nor necessarily an everyday, schedule of educational service. The itinerant service programme is not to be confused nor interpreted as a classroom or quasi-classroom programme. The number of hours devoted to each student and his/her teacher varies widely according to situational need. In general, support is provided most intensively during the initial integration process and for the ensuing months. Thereafter intervention may be decreased but is again increased whenever a student moves from one educational level to another, that is, from elementary to high school. In addition, whenever a student is faced with unforeseen difficulties, intervention will again be required.
Interpret student's visual problem to school personnel.	
Specify necessary adjustments of classroom facilities and teaching procedures "time-testing, assignments, and other projects."	
Suggest modifications to teaching techniques to accommodate students "map work, overheads and other topics requiring a visual presentation."	
Provide guidelines for programming and setting realistic expectations and standards "substitutions, methods of evaluation."	
To arrange for the ordering of pre-brailled, pre-taped and large print materials.	

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Type: Rapport No:

Auteur: Evans, J. K. ; St-H. Bissonnette

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Analyse: Départ: 83-02-23 Retour: Priorité: A

Microfiche disponible : Oui ☐ Non ☑ Autorisé: Oui ☑ Non ☐

Double:

Notes: autres auteurs: J. Tessler, Sandra Dorfman

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FUNCTION	FREQUENCY
Lend equipment as well as aids and special devices to the school when necessary (4-track cassette tape recorders and braille writers).	However, certain of the students integrated into regular schools require support services on a continuous basis.
Advise and recommend at programme conferences.	
Continuous evaluation to determine if service is to be extended, maintained or discontinued.	
Assistance to the Student	**Visitations per Student**
	Limited Vision
Counsel students in regard to the selection of courses.	From twice a year to weekly depending on individual needs regarding vision. (Students eligible for the limited vision programme are those who are legally blind or having low vision. See 4.1a items 3 and 4).
Assist the student to initiate and maintain dialogue with his/her teacher(s)	
Guidance in organizing time and establishing good work habits. (Visually handicapped students require more time than their sighted counterparts for all aspects of their school programme).	**Blind**
Provide academic reinforcement or supplementary instruction in subject areas, where gaps are created because of a lack of (or reduced) vision, (all subjects in elementary school; where possible, secondary school).	Maximum twice a week to ensure skill subjects are mastered.

.../17

FUNCTION	FREQUENCY
Provide instruction in skill subjects related to vision (abacus, grade II braille, Nemeth Code, music braille, diagram reading, raised line drawing, typing, increased visual efficiency, and so on).	
Provide individual programmes when necessary to supplement classroom instruction in reading and math.	
Provide reference material (tape, braille, large print).	
ADDITIONAL SERVICES	
Rehabilitation Department	Rehabilitation services to students - 1911
Arrange vision assessment at MAB Low Vision Clinic when necessary.	
Arrange for a vision assessment in the classroom.	
Arrange for orientation to campus. (Here the student's orientation and mobility skills within the school as well as travelling to and from are evaluated by an orientation and mobility specialist).	
Provide instruction in the operation of equipment and special optic aids.	

.../18

FUNCTION	FREQUENCY
Social Service Department	
Arrange for counselling to cope with personal, social, family and vocational needs when necessary.	Social Service services to students - 391
Assist students in the making of applications for bursaries.	
Library Service	Library Service
Arrange for the transcribing of printed materials (text books, class handouts, exams and so on), into suitable media with a minimum of delay, (tape, braille, large print).	230 braille novels, 40 open reels and 455 cassettes were loaned. MAB volunteer braillers and readers contributed a total of 2,596 hours.
Volunteer Services Department	Volunteer Services Department
Arrange for volunteer tutorial help (including readers) in special circumstances.	The educational programme benefited by 1,794 hours, the Library by 2,596 hours.
Other Agencies	
Extensive liaison and teamwork with medical personnel and other community agencies, in addition to contacts within schools is required.	

g. Assiette horaire;

Approximate Itinerant Time Distribution

	FUNCTION	TIME
ELEMENTARY LEVEL	Assistance to teachers and other school personnel	7%
	Assistance to students	30%
	Preparation of classroom material - (notes and exams)	4%
	Additional services coordinated by the itinerant teacher: Rehabilitation Department, Social Service Department, Library Services and Volunteer Services Department	2%
	Other agencies	2%
SECONDARY LEVEL	Assistance to teachers and other school personnel	7%
	Assistance to students	15%
	Preparation of classroom material - (notes and exams)	9%
	Additional services coordinated by the itinerant teacher: Rehabilitation Department, Social Service Department, Library Services and Volunteer Services Department	2%
	Other agencies	2%
OTHER * LEVELS	Pre-school - observation of children, counselling of parents, post-secondary - assistance to students and their instructors in CEGEPs, colleges	5%
	Record data and write reports	5%
	Travel time	10%
	Total:	100%

* The MAB, as part of its comprehensive service to the visually handicapped community in Quebec, extends its educational services to meet the needs of these two student populations. The following four figures present the characteristics of these two additional student populations served by the MAB.

.../20

Figure 1

Profile of children in MAB pre-school programme

AGE AGE IN YEARS

CODE	FREQ	ADJ PCT	CUM PCT	CODE	FREQ	ADJ PCT	CUM PCT	CODE	FREQ	ADJ PCT	CUM PCT
1.	3	15	15	3.	3	15	40	5.	5	25	90
2.	2	10	25	4.	5	25	65	7.	2	10	100

Figure 2

Profile of children in MAB pre-school programme

SEX

CODE	FREQ	ADJ PCT	CUM PCT	CODE	FREQ	ADJ PCT	CUM PCT	CODE	FREQ	ADJ PCT	CUM PCT
1.	7	35	35	2.	13	65	100				

Figure 3

Profile of students at the post-secondary level

AGE AGE IN YEARS

CODE	FREQ	ADJ PCT	CUM PCT	CODE	FREQ	ADJ PCT	CUM PCT	CODE	FREQ	ADJ PCT	CUM PCT
19.	1	5	5	25.	2	11	53	30.	1	5	89
21.	2	11	16	27.	3	16	68	31.	1	5	95
22.	3	16	32	28.	2	11	79	35.	1	5	100
23.	2	11	42	29.	1	5	84				

Figure 4

Profile of students at the post-secondary level

SEX

CODE	FREQ	ADJ PCT	CUM PCT	CODE	FREQ	ADJ PCT	CUM PCT	CODE	FREQ	ADJ PCT	CUM PCT
1.	4	21	21	2.	15	79	100				

.../21

h. Facteurs géographiques;

Because the population to be served is of very low incidence - that is, visually handicapped students are comparatively few in number, the geographical distances between schools where these students will be served may be considerable. (See 4.1 d and e above).

i. Ententes de services avec le ministère des Affaires Sociales;

Effective from September 1977, an Entenţé was signed between MAB and PSBGM ratified by MEQ and MAS. By this agreement, MAS (80%) and MAB (20%) would provide the following:

1. Internal Elementary School

   a. Child-care staff

   b. Night nurse

   c. School building (and its maintenance, heating and lighting)

   d. Food for children's meals

2. Pre-School

   Pre-school facilities together with equipment and materials

3. MAB's Other Services

   a. Rehabilitation

   b. Social Work

   c. Library Services

NB: These three departments also serve all other MAB clients.

j. Autres

A note on the determination of case load size

The following items were considered when determining case load size for the two MAB/PSBGM itinerant teachers during the 1979-80 school year:

1. Geographic distribution of students.
2. Travel conditions within the area.
3. Possible clustering of students in schools, for example, five students at Montreal West High School.
4. Ages of Children.
5. Type and degree of visual impairment of the students.
6. Amount of direct service required.
7. Degree of past success in either the MAB's residential school programme and/or special or regular educational programme.
8. Ability levels.
9. Availability of services within the region.
10. Availability of services of other support personnel within the school system(s) to assist in functioning as a team.

The reader is again reminded that the itinerant teacher covers greater geographical distances, serving students with a broader continuum of ages and abilities, usually on an individual basis and in a more total manner, and becomes involved with more persons and agencies surrounding the client than do other teachers.

4.2 Les objectifs de la recherche

The research objectives of this project were divided into the following two phases:

NEEDS ANALYSIS PHASE

Specific Objectives

1. To gather data respecting a more precise definition of the educational needs of visually handicapped students, and to more carefully identify those steps that have been taken to date with respect to the integration of these students into the regular school system.

2. To submit a report to the Pilot Project Advisory Committee, which would become the starting point in discussions leading to the creation of an itinerant services delivery system.

EVALUATION PHASE

General Objectives

To collect information on the problems of implementing an itinerant teacher delivery system.

Specific Objectives

This exploratory evaluation study dealt with the following:

1. Can the designed intervention strategies (see section 4.4 below) be put into effect?

2. What will happen and what problems will be encountered?

3. Can the intervention strategies reach the designated population of visually handicapped students?

.../24

4.3 Hypothèses posées s'il y a lieu

In the Evaluation Phase (described above in 4.2) the researcher employed the traditional evaluation hypothesis: The programme is accomplishing what it set out to do.

It should be noted at this point that this Pilot Project has a highly developmental orientation. It has been described as being "innovative in the sense of pioneering with unique strategies designed to realize the successful integration of the visually handicapped into the school system of Quebec." The purpose of this project was to devise new procedures, techniques and approaches to organizing and delivering educational services as the basis for developing a new model for itinerant teacher support services and to test whether this model will provide a more effective and efficient way of administering this programme.

4.4 Elaboration du modèle d'intervention
- au plan rééducatif
- au plan pédagogique
- au plan social

TARGET POPULATION

As was noted earlier (see section 4.1a above), "visually handicapped" as used here includes four categories of visual impairment.

These students have the same basic needs as other students in addition to the special needs created by a loss of vision.

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Visually handicapped students must be assessed individually to determine the amount of regular class integration possible. There are those students who can profit from the regular curriculum with few if any adjustments or adaptations (see section 4.1a - items 2, 3 and 4 above). Certain students who are limited both visually and academically; some of these students can profit from the regular curriculum with special adjustments (see section 4.1a - item 1). On occasion, the cause of blindness also results in other handicaps, either physical or emotional or both.

OBJECTIVE

To provide continuous programmes through high school for students enrolled in the regular school system.

TYPES OF PROGRAMMES

In order to realize this objective of providing continuous programmes through high school, students were placed into one of the three following programmes during the 1979-80 school year:

Multi-Handicapped/Visually Impaired Itinerant Service Programme

This programme combines the outstanding features of the MAB's residential school (now known as the P. E. Layton School), that is, a more individualized form of instruction prior to integration, and the itinerant teacher services programme, that is, on-going educational services in the student's regular school classroom.

Once a student from the P. E. Layton School is recommended for integration, he/she is then provided with the following itinerant services:

.../26

Placement

An itinerant teacher will arrange for the placement of a student into a regular school class. According to the placement policies of each school board.

Provision of Educational Services

The itinerant teacher will:

1. Assist the student on a regular basis (see 4.1f for a more detailed discussion of frequency of school visits).

2. Assist the regular classroom teacher in planning individual work for the student.

3. Provide special materials at the student's own level of achievement.

4. Assist the regular classroom teacher in planning for improved peer relationships and in providing means for participation in classroom activities.

5. Act as a coordinator between the regular classroom teacher and other special services in the sharing of information about the programme or about the problems encountered in the programme.

Supplemental Instructional Services

The itinerant teacher will arrange for supplemental instructional services (if required) on an individual basis. Purposes for which supplemental instruction will be given include the development of individual subject area skills, as well as positive attitudes toward achievement and feelings of social acceptance.

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VISION ITINERANT SERVICE PROGRAMME

The basic purpose of this programme is to meet the needs of students where visual impairment is educationally handicapping, thus requiring itinerant teacher support with the regular or special education programme (see section 4.1a - items 3 and 4).

Students in this programme will be provided with the following services:

Provision of Educational Services

The itinerant teacher will:

1. Assist the student on an individual basis - usually ranging from twice a year to weekly, depending on individual needs regarding vision (see 4.1f for a more detailed discussion of frequency of school visits).

2. Answer possible staff questions regarding a student's visual functioning and adaptations to his/her programme.

3. Determine whether or not the student is continuing to maintain maximum use of his/her residual vision in the academic programme.

4. Supply the student with appropriate and necessary equipment and materials with regard to vision.

Supplemental Instructional Services

The itinerant teacher will arrange for supplemental instructional services (if required) on an individual basis. Purposes for which supplemental instruction will be given include the development of individual subject area skills, a supplementary programme directed at developing more

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efficent visual discrimination skills with abstract material, a writing/typing programme, as well as positive attitudes toward achievement and feelings of social acceptance.

Additional Services

The itinerant teacher will act as a coordinator between the regular classroom teacher and other special services in the sharing of information about the programme or about the problems encountered in the programme.

ITINERANT SERVICES PROGRAMME FOR THE TOTALLY BLIND

The basic purpose of this programme is to provide itinerant service for the totally blind student integrated in a local school, and to give him/her the opportunity of living and functioning in his/her own community. In addition, this programme is designed to give assistance to teachers who have totally blind students in their classes.

Provision of Educational Services

The itinerant teacher will:

1. Assist the student on an individual basis - usually a maximum of twice a week depending on individual needs (see 4.1f for a more detailed discussion of frequency of school visits).

2. Answer possible staff questions regarding adaptations to a student's classroom programme.

3. Supply the student with braille books, tapes, auditory and other tactile aids.

Supplemental Instructional Services

The itinerant teacher will arrange for supplemental instructional services (if required) on an individual basis. Purposes for which supplemental instruction will be given include the development of individual subject area skills, such as abacus, Gr. 2 braille, Nemeth Code, diagram reading, raised line drawing, typing, as well as positive attitudes toward achievement and feelings of social acceptance.

Additional Services

The itinerant teacher will act as a coordinator between the regular classroom teacher and other special services in the sharing of information about the programme or about the problems encountered in the programme.

4.5 Calendrier de la démarche de recherche suivie

FORMULATION OF THE PROBLEM

In September 1979, Mr. Leo Bissonnette, researcher and Mr. J. K. Evans, responsible for the Pilot Project, met on several occasions in order to lay the groundwork for the Project and the research involved. These preliminary discussions established the Pilot Project Advisory Committee consisting of: Mr. J. K. Evans who acted as Chairperson and assumed overall responsibility for the Project; the two full-time intinerant teachers, Miss S. Dorfman and Mr. J. Tessler; and Mr. Leo Bissonnette, the part-time researcher.

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The next series of meetings centered on the extent of the inquiry of the Pilot Project. After considering and rejecting a number of alternatives, a number of specific objectives were formulated. (See section 4.2 above).

During the month of October, the researcher began meeting with key individuals of the MAB in order to ensure early cooperation. It should be noted that these initial meetings were held in a very informal manner in order to permit the widest latitude possible in terms of confidentiality.

At the same time, the researcher began reviewing the existing literature and research bearing on the problems of the integration of the visually handicapped into educational programmes in the regular school system. This process of reviewing the literature was regarded by all the members of the Pilot Project Advisory Committee as being essential, for it was realized by all concerned that such a review provides background information, suggests theoretical approaches, and indicates which areas of the topic have already been covered and which have not. It should be noted that given the limited time permitted to carry out the study, a selected review of the existing literature was undertaken.

In order to obtain further information on the integration of visually handicapped students into the educational system, it was decided to write to, and visit whenever possible, agencies and school boards in Canada and the United States engaged in the process of integrating visually handicapped students into the regular school system. It was the hope of all the members of the Pilot Project Advisory Committee that such an approach would yield a description of various experiences in regard to integration, including any literature produced by these agencies and school boards on this topic. in addition, it was also hoped that the members of the Advisory Committee would learn of the numbers of students being assisted, the amount of staff time available, and more importantly,

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the methods used to facilitate integration. During November and December, a list of agencies in Canada and the United States was compiled, and letters were sent out to advise them of our mandate and to seek their cooperation. Arrangements were made for the researcher and Mr. Tessler to visit the Board of Education for the City of North York on December 11, 1979 and the Brantford W. Ross Macdonald School for the Blind on December 12, 1979. (It should be noted that the North York Board of Education operates a highly specialized set of programmes designed to integrate children into the regular school system in the Toronto area. The Brantford W. Ross Macdonald School for the Blind is a residential school for visually handicapped with specialized facilities and equipment).

As was noted earlier in section 3 above, Messrs. J. K. Evans and Leo Bissonnette had extensive previous experience in working with the visually handicapped. Both had visited a large number of agencies and schools for the visually handicapped in Canada and the United States; and, in the case of Mr. Evans, throughout the United Kingdom. These contacts enabled them to discuss integration - philosophies and methods - with many administrators and professionals in the field of blindness. (See Appendix A).

NEEDS ANALYSIS PHASE

In this phase, the researcher concentrated his research efforts on an evaluation of the effectiveness of existing MAB educational services and the identification of any changing or emerging needs. This phase of the Project was carried out during November and December of 1979.

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REVISION OF MAB'S EDUCATIONAL SERVICES DELIVERY SYSTEM

By mid-December 1979, the process of revising the MAB's existing educational services delivery system assumed the highest possible priority among the members of the Pilot Project Advisory Committee.

Planning for the proposed services revision began on December 18, 1979, with a consideration of the researcher's findings obtained during the Needs Analysis Phase.

A revised service delivery model was drawn up during a series of meetings on December 18, 20, 1979. (See sections 4.1f and 4.4 above).

Arrangements were then made to circulate the proposed revisions among members of the MAB Rehabilitation and Social Service Departments in order to obtain their reactions to these proposed changes.

As the time between initial planning and implementation of the proposed changes was limited, (the target date for implementation as agency policy was February 1, 1980), and included a two-week Christmas holiday period, meetings were set up for all concerned in early January 1980.

The first meeting was devoted to a presentation of the researcher's findings and the presentation and explanation of the revised model for educational service delivery. The second meeting centered around a consideration of admission criteria and assessment and referral procedures. It was decided that all subsequent work would be done in small groups, with all members being kept informed at pertinent times, leading to the formulation of written policies which would be distributed to all concerned, and upon which a final report would be based.

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The revised education services delivery system was implemented on February 1, 1980; and from this point in time until the end of June 1980, the researcher concentrated his research activities on establishing the value and effectiveness of these new and revised intervention strategies.

Finally, it should be noted that arrangements were made for Mr. Bissonnette and Miss Dorfman to attend the Helen Keller Centennial Congress: A Blueprint for the Future, held in Boston, Massachusetts. The Congress provided additional information to the members of the Pilot Project Advisory Committee on the integration of visually handicapped students into the regular school system.

4.6 Evaluation du modéle d'intervention et d'organisation

a. Moyens d'évaluation (joindre les instruments en annexe);

NEEDS ANALYSIS PHASE

In order to review and evaluate the effectiveness of already existing educational services and to identify any changing or emerging needs; and, in order to gather data respecting a more precise definition of the problem, and to more carefully identify those steps that have been taken by the MAB with respect to the integration of the visually handicapped students into the regular school system, the researcher decided to employ two methodological techniques: questionnaires and unstructured conversational-type interviews. (See Appendix B - "A Methodological Note: The Needs Analysis Phase").

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The questionnaires were administered to the following two populations: the teachers of the MAB school, (now known as the P. E. Layton School), and to the students presently receiving support services from the MAB. Students at all levels - elementary, high school, CEGEP, and university - were surveyed.

These questionnaires provided the above mentioned with an opportunity to make their opinions known on the subject of integration of visually handicapped students into the regular educational system.

Interviews were arranged for the following two populations: the Rehabilitation and Social Service personnel of the MAB, and the teachers in the regular schools where the MAB has placed students for integration.

In the case of the interviews conducted with the MAB staff, the researcher decided to conduct his investigation in as informal a manner as possible. This informal, unstructured type of interview procedure gave all concerned the widest latitude possible in terms of confidentiality. This interview procedure was designed primarily to safeguard the concerns of all individuals - that is, the confidentiality of both staff and clients.

In addition to the interview data gathered from the two populations, described above, the researcher was able to obtain some data at an information meeting for students, held at the MAB on Saturday, November 17, 1979. (Students, and their parents were invited to this meeting to discuss the following question: "How, in your opinion, could the services of the MAB be improved and in what other ways could we help you?")

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EVALUATION PHASE

Once a revised educational services delivery system had been outlined and implemented, the researcher concentrated his research efforts on gaining enough information to determine whether the proposed programmes were appropriate and useful. (See section 4.2 and 4.4 above). In order to gain this information, the following two methodological techniques were employed: participant observation and unstructured conversational-type interviews.

Participant observation was employed to obtain a full and complete description of the process of programme implementation.

Interviews were arranged for the following populations: students presently receiving support services from the MAB, teachers and other personnel in the regular school system, and the Rehabilitation and Social Service personnel of the MAB. Once again, these informal, unstructured interviews were designed primarily to safeguard the concerns of all individuals. (See Appendix C - "A Methodological Note: The Evaluation Phase").

b. Méthode d'analyse s'il y a lieu;

In this project, the analysis activity depended on and required a thorough description of process in order to collect information on the process of implementing a revised educational services delivery system. The analysis and assessment of data was, of necessity, a subjective one, depending largely on the perceptions and views of those making the judgments - that is, the four members of the Pilot Project Advisory Committee. The analysis

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could not depend on scientific canons of research except for the analysis of quantitative information on the number and characteristics of the student population served through the project. The function of the descriptive activity was to provide enough information to enable all concerned - the four members of the Pilot Project Advisory Committee - to arrive at an informed assessment of outcome.

c. Présentation des résultats Synthèse descriptive et/ou tableau quantitatif;

The results, presented below, are discussed under the following three headings:

1. Teachers in the Regular Schools: An Analysis of Results

2. Students presently being integrated with MAB Support: An Analysis of Results

3. MAB Staff: An Analysis of Results

1. Teachers in the Regular Schools: An Analysis of Results

In the first section of the interview, the teachers were asked a series of questions designed to help us review and evaluate the effectiveness of the MAB's existing educational services. More specifically, discussion centered around the following questions:

a. In your opinion, what is the greatest concern for a visually handicapped student during the first few weeks at your school?

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The following areas were identified most often by most teachers:

. Building up confidence, acceptance by others, socialization, and feeling welcome.

. Orientation to physical surroundings.

b. In your opinion, what do you consider to be the primary needs of a visually handicapped student?

. Every teacher interviewed spoke of academic needs within the classroom - that is, teaching techniques, note-taking, reading and writing skills, and study skills. Those teachers, drawing on their experience with children having low vision, were particularly concerned about reading and writing skills.

. Many teachers felt that there was a great need for recreation and social activities for visually handicapped students. It was noted that very few visually handicapped students participate in activities outside of the classroom.

c. Overall, how well has the MAB been able to meet the educational needs of the students being integrated into your school?

. In general it was felt that the MAB was doing an adequate job in meeting the educational needs of the students being integrated into regular schools. However, it should be pointed out that concerns were expressed in the areas of braille and tape transcription. Many teachers commented on delays in having inkprint material transcribed into braille or read onto tape. Other teachers expressed concern about the lack of modified print material for children with low vision.

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In the next section of the interview the teachers were asked to comment on the following services and structures which the MAB intended to improve upon in the future. The following areas of service were discussed:

1. The Role of the Itinerant Teacher

Many teachers did not fully understand the role of the itinerant teacher. Many indicated that while they were sure that having an itinerant teacher who travels from school to school and is available on a regular basis is probably important both for themselves and their students, they did not quite see how they could make maximum use of such a resource person.

In order to appreciate why the role of the itinerant resource teacher is not properly understood by teachers, one must understand the way that the itinerant has functioned up until the 1979-80 school year at the MAB. For the past six years, the services provided to students by staff members from several MAB departments have been coordinated by an itinerant teacher employed on a half-time basis.

The MAB, at least for this year, now has two full-time itinerant teachers and hence anticipates significant improvements in both the quality and quantity of its services to students. It means, for example, that now an itinerant teacher can travel more frequently to a school in order to help both the student and his/her teacher deal with problems related to integration.

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2. Improved Braille and Tape Transcription Services

The teachers were pleased that efforts were being made to undertake a complete re-examination of all sources where brailled and recorded materials may be obtained. The additional hope was expressed that efforts would be made to obtain much needed large print books. It was observed by a number of teachers that many children with low vision were often not able to obtain enough required reading material for adequate and effective development in reading skills.

3. Skill Workshops

Teachers were pleased to learn of the MAB's intention to run a series of workshops for students attending regular schools with the aim of improving their study skills and the better use of such items of equipment as the slate and stylus, the 2-speed tape recorder and the brailler. The hope was expressed that these workshops would improve the ability of visually handicapped students to cope educationally with the school programme.

2. Students Presently Being Integrated with MAB Support: An Analysis of Results

At the outset of this analysis it should be noted that a significant number (about one-third) left portions of the questionnaire blank, explaining that they did not have any problems whatsoever.

The students were asked a series of questions designed to help us evaluate the effectiveness of the MAB's existing educational services. More specifically, the following four questions were asked.

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1. My needs as a student are primarily related to ...

It should be noted that students were asked to rank a list of items according to their importance to them. The following are the results:

- Concerns related to physical facilities
- Counselling services
- Recreational and social concerns
- Academics (actual inside the classroom activities - participation in the class activities, note-taking, exams, and so on).
- Academics (outside the classroom activities relating to academics - tutorial or remedial assistance, reading, use of library, study skills, and so on).

2. Overall, how well has the MAB been able to meet your educational needs?

It should be noted that students were asked to choose a phrase from the following list which best described their response:

- Not at all
- Somewhat
- Adequately
- Almost completely
- Completely.

The following results were obtained:

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a. Elementary and high school students tended to feel that the MAB had either "almost completely" or "completely" met their educational needs.

b. The CEGEP and university students were generally more citical. Indeed, it should be pointed out that the responses from these students tended to cover the entire range of possibilities provided for in the questionnaire. It should also be noted that, for the most part, responses clustered around "adequately". As the reader will see below, CEGEP and university students were very concerned about both the braille and tape transcription services of the MAB.

3. More specifically, how well has the MAB been able to meet your educational needs in the following areas?

It should be noted that for each item in the list given below, students were asked to choose the phrase which best described their response to a specific item. Students picked their appropriate response from the following:

- Not at all
- Somewhat
- Adequately
- Almost completely
- Completely

The following results were obtained:

a. Counselling students in regard to the choice of schools and the selection of courses. Most students selected "adequately".

b. Initiating and maintaining dialogue with instructors. Again, most students tended to select "adequately".

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c. Providing orientation to campus. Here answers were clustered around two responses: "almost completely" and "completely".

d. Arranging for the transcription of printed material into suitable media with a minimum of delay. Here responses were clustered around the following two phrases: "not at all" and "somewhat".

e. Lending equipment as well as aids and special devices. Most students felt that the MAB was "adequately" meeting their needs in this area.

f. Arranging for volunteer tutorial help (including readers) in special circumstances. Students tended to feel that the MAB "somewhat" met their needs in this area. This response is consistent with item "d" above.

g. Assisting students in the making of applications for bursaries.

It should be noted here that many students - particularly at the elementary and high school levels - did not respond to this item. Those students - at the CEGEP and university levels - felt that the MAB had "adequately" met their needs.

h. Providing residential accommodation for some students. Only a few students responded to this item. Students seemed to be "completely" satisfied in this area.

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4. What is your most critical unmet need?

For the most part, students talked about their need for equipment - 2-speed tape recorders, braillers, optacons, and so on. Those students with limited vision described their need for various optical and magnifying aids, and their need for large print books.

Students were then asked to evaluate the importance they placed on a number of programmes, services and structures which MAB intended to improve upon in the future in order to better meet the educational needs of its students. They were asked to select the phrase which best described how important they thought that programme, service or structure was for them. They were asked to choose from the following list of phrases:

- Not at all important
- Somewhat important
- Of medium importance
- Quite important
- Extremely important.

1. The Role of the Itinerant Teacher

On this item, it should be noted, that student responses tended to cluster around two phrases: "somewhat important" and "of medium importance". It should also be pointed out that many students left this item blank.

In order to appreciate why the role of the itinerant teacher is ranked as it is by the students, two things must be said. First, when asked directly if they need the help of an itinerant teacher - this is particularly true among elementary and high school students - they immediately respond by saying that everything is fine. Here, at least in the opinion of the researcher, the way in which the question was phrased - that is, in a direct way - yielded a negative response, or at best, a neutral one, "of

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medium importance". In addition, there are the historical factors described in the previous section of this report dealing with the teachers' attitudes toward the itinerant teacher. In short, the students were not sure how to adequately utilize the services of a full-time itinerant teacher, assuming they admit to themselves that they need help.

2. Transcribing Print Material into Braille

Students felt that this item was "extremely important". High school, CEGEP and university students all placed great emphasis on this area.

3. Reading Print Material onto Tape

Students felt that this item was "extremely important". It should be noted here that some students with low vision also expressed the need for large print books.

4. Workshops

In general, student response to these workshops was mixed. Many students did not provide a response to this item, and those who did, felt that these workshops were "somewhat important".

3. MAB Staff: An Analysis of Results

The data contained in this section was synthesized from the conversational-type interviews and written comments found in the MASB Teacher Questionnaires.

In general, it was felt that the goal of the MAB's educational services should continue to be that of providing appropriate support to all students and their teachers

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so that as many visually handicapped students as possible may remain in regular classes or return to regular classes from the MAB's residential school. It was also felt that special programmes, including the MASB's residential programme, should continue to be made available for those pupils requiring a more individualized approach than can be provided in a regular class. One informant put the matter as follows:

> "The MASB is a necessary element in the overall educational system of Quebec, particularly when the programme elements require specialized facilities and equipment."

There is also the growing need for more and improved itinerant teacher services. It was felt that these itinerant services were of particular importance to individuals or small groups of individuals who attend schools in the regular system. It was also felt that these services should be centrally located - as is the case at present - at the MAB in order that the itinerant teachers might draw upon the available agency resources, for example, the resources of the rehabilitation and social service departments.

EVALUATION PHASE

The results, presented below, deal with information collected on the problems of implementing a revised itinerant teacher services delivery system. More specifically, the following three questions are considered:

1. Were the designed intervention strategies put into effect?

2. What happened and what problems were encountered?

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3. Did the intervention strategies reach the designated population of visually handicapped students?

1. Were the Designed Intervention Strategies put into Effect?

As was noted earlier, a revised itinerant teacher services delivery system was drawn up in a series of meetings during the months of December 1979 and January 1980. These meetings generated a formal agency policy on the integration of visually handicapped students into the regular school system; this policy was implemented on February 1, 1980.

In addition to the programmes already described above in section 4.4, the policy also provided written guidelines in the following two areas: Placement and integration. More specifically, the policy provided as follows:

PLACEMENT

Objective: To place in the itinerant teacher services delivery system all students who are experiencing difficulties in regular school programmes because of their visual handicap and are eligible for placement. (See section 4.1a above).

INTEGRATION

Objectives: (1) To continuously assess each student's achievement. (2) To develop written guidelines for justified integration of MASB students into the regular school system.

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In order to realize these objectives in the two areas just described, the following procedures were implemented on February 1, 1980:

PLACEMENT PROCEDURES

1. The MAB continued its already established policy of requiring that a recent eye examination report be on file before placement be considered.

2. The MAB developed a placement team consisting of: the two itinerant teachers, the social worker responsible for students at the MAB and the members of the MAB rehabilitation department.

3. The MAB developed a procedure whereby the itinerant teachers would meet with parents in order to discuss educational possibilities available in the itinerant teacher services system.

INTEGRATION OF MASB STUDENTS

A file, known as an "Integration Profile", was developed for each MASB student. The Integration Profile contains baseline data indicating the student's current status in various areas of instruction.

2. What Happened and What Problems were Encountered?

Generally speaking, very few problems were encountered during the process of implementing the revised itinerant teacher services delivery system. As the reader will see below, two minor problems arose early in the implementation process, and they were quickly resolved.

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In order to understand why few problems arose, it is important that the reader realize that many of the MAB's resources had been in place for a number of years prior to the 1979-80 school year. More specifically, the Social Service Department had in place a referral system in which all new cases were initially handled by a social worker.

A minor revision to the Social Service Referral Procedures. It was found shortly after the revised itinerant teacher services delivery system was put into operation that requests for service made by, or on behalf of, visually handicapped students attending regular schools were being directed to three different departments within the agency: the Principal of the MAB's residential school, the two itinerant teachers, or the MAB social worker responsible for school-age students.

It was decided to modify the referral process in the following manner:

> Regardless of who received the request for service, the itinerant teacher would be responsible for providing the MASB Principal and the MAB social worker, all available information concerning the referral. More specifically, it was decided that the itinerant would:
>
> . Respond to the educational needs of the students in conjunction with the principal and teacher(s) of the regular school.
>
> . Complete a standard form in regard to each visit made to the regular school and place a copy of the completed form in the student's social service file.

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. Ensure that placement policies of the various school boards served by the itinerant teachers are respected.

The MAB social worker would:

. Obtain an eye report.

. Accompany the itinerant on the initial visit.

. Whenever necessary, provide counselling to the students and/or the parents.

. In conjunction with the itinerant, arrange for referrals to be made to MAB's Rehabilitation Department.

It was recognized by all concerned that in order for the system to work close collaboration between all members was required. Furthermore, it was also agreed that if experience revealed that the social worker's schedule did not permit the high level of involvement anticipated, (this applied particularly to the social worker's participation in the initial visit to the student's school), the question would be reviewed by the departments of social work and education at the end of September 1980.

A clarification of the role of the itinerant in the integration of MASB students into the regular schools.

When it came to the integration of students of the MASB residential school into the regular school system - particularly at Elizabeth Ballantyne School and Monteal West High School - a problem arose. The problem centered around uncertainty about the boundaries that marked off areas of responsibility within the MAB internal educational system.

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In order for the reader to understand why this particular problem arose, it is important to realize that prior to the 1979-80 school year, integration of MASB students into the regular schools was the joint responsibility of the MASB Principal and the student's classroom teacher. When integration was indicated for a student, the MASB Principal contacted the principal of the receiving school to discuss and arrange placement. Once all necessary arrangements had been finalized by the two principals concerned, the actual in-class integration of the MASB student became the responsibility of his/her MASB teacher and the teacher of the receiving regular school.

The problem became one of turning this responsibility for the integration of MASB students, over to the itinerant teachers. At first, this revised procedure, that is, the itinerants assuming responsibility for the integration of MASB students, met with some confusion and resentment on the part of some MASB teachers. However, after a number of meetings, the problem was resolved. Indeed, it should be noted that as the school year progressed, the system began to evolve to a point at which the permanent MASB teachers began to provide the two itinerant teachers with all the necessary information pertaining to the integration of the pupils into the regular schools.

3. Did the Intervention Strategies Reach the Designated Population of Visually Handicapped Students?

In order to answer the above mentioned question concerning whether or not the visually handicapped student population was reached by the intervention strategies it seems instructive at this point to say a few words about the composition of the caseload of the two itinerant teachers.

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The caseload of the two itinerants included every student with whom the MAB was actively working with during the 1979-80 school year. (The MAB assisted 114 students during the 1979-80 school year). Each itinerant had a caseload of 57 students; these were extremely heavy caseloads. In practice, there was a hierarchy of priorities which demanded the services of the two itinerant teachers. The greater the demand for itinerant services, and the greater the need for follow-up services, the less realistic it became to expect effective direct caseload service delivery at this high a maximum.

Some characteristics of the priorities of service, listed in descending order, follow:

1. All students in all programmes (described in section 4.4 above) who require regular weekly service, usually instructional in nature.

2. All students who require services provided on a periodic basis - securing special education equipment and materials, checking students' progress.

3. All students who require service only upon request, usually on an annual or semi-annual basis, or as recommended by the itinerant teacher.

The following two figures provide data on the frequency of itinerant/student contact:

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Figure 1

Frequency of itinerant teacher services provided to students in the MAB/PSBGM itinerant services programme for the totally blind.

Type of itinerant teacher service	Frequency
1. Monthly	5
2. Bi-weekly	3
3. Weekly	1
4. Twice-weekly	2
Total:	11

Figure 2

Frequency of itinerant teacher services provided to students in the MAB/PSBGM vision itinerant services programme.

Type of itinerant teacher service	Frequency
1. Annually	28
2. Semi-annually	5
3. Monthly	7
4. Bi-weekly	1
5. Weekly	5
6. Initial	7
Total:	53

Reader's Note: In addition to the 64 students served by the two programmes described in the two figures above, the MAB, as part of its comprehensive service to the visually handicapped population of Quebec, serves 50 students requiring educational support. (See sections 4.1c and 4.1g for a more detailed description of the MAB's visually handicapped student population).

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d. Interpretation et discussion

NEEDS ANALYSIS PHASE

The MAB - especially in recent years - has continued to improve the quality of the educational services offered to its students. If the MAB has a future, it is only in terms of the continued existence of diverse elements within the agency - that is, the continued cooperation of various departments of MAB in providing the necessary support services to the visually handicapped student population of Quebec.

It is clear that the MAB has already put in place many of the necessary structures required to assist the visually handicapped student population adequately function within the regular school system. More specifically, the following components of a comprehensive programme have already been created: the MAB's residential school programme, its various rehabilitation and social service programmes, its braille and tape transciption services, and its volunteer department.

From the above analysis it became clear that many changes and improvements were needed - this was one of the goals of this project. More specifically, changes and improvements were required in the following areas:

1. Written policies for integration had to be established in order to insure successful integration into regular school programmes on an individual basis.

2. Placement criteria, placement procedures and a placement team had to be developed.

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3. To develop a folder for each student that would include baseline data indicating the student's current status in the various areas of instruction.

As was noted earlier in this report, the findings obtained during the Needs Analysis Phase were used by the members of the Pilot Project Advisory Committee in the formulation of a revised model designed to improve both the quality and quantity of the MAB's educational services to its student clientele.

EVALUATION PHASE

We have just looked at the MAB as it coped with rapid expansion of its educational services during the 1979-80 school year, not only in its numbers but also in the range of abilities in its students and in the range of skills of its staff. We have just described how the MAB has adjusted to growing complexity in its structure and organization as new resources have been added during the course of the Pilot Project. In short, we have just described an institution in the process of change.

In the course of this analysis we have outlined two specific problems encountered during the implementation of a revised itinerant teacher services delivery system. These problems should be seen as a natural and normal response to change for it should be pointed out that change in one part of a system is bound to cause stresses and anxieties not only in that area but in the institution as a whole.

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Le rapport décrit les services offerts aux élèves handicapés de la vue par le Montreal Association School for the Blind (MASB) et l'extension que ces services ont connu au cours de l'année 1979-1980. Le modèle d'implantation et d'organisation des services itinérants du MASB est particulièrement pris en considération. L'objectif de ces services est de faciliter l'intégration scolaire en milieu régulier des élèves handicapés de la vue. Au total, en 1979-1980, 75 élèves du primaire et du secondaire de la région de Montréal bénéficiaient des services itinérants du MASB.

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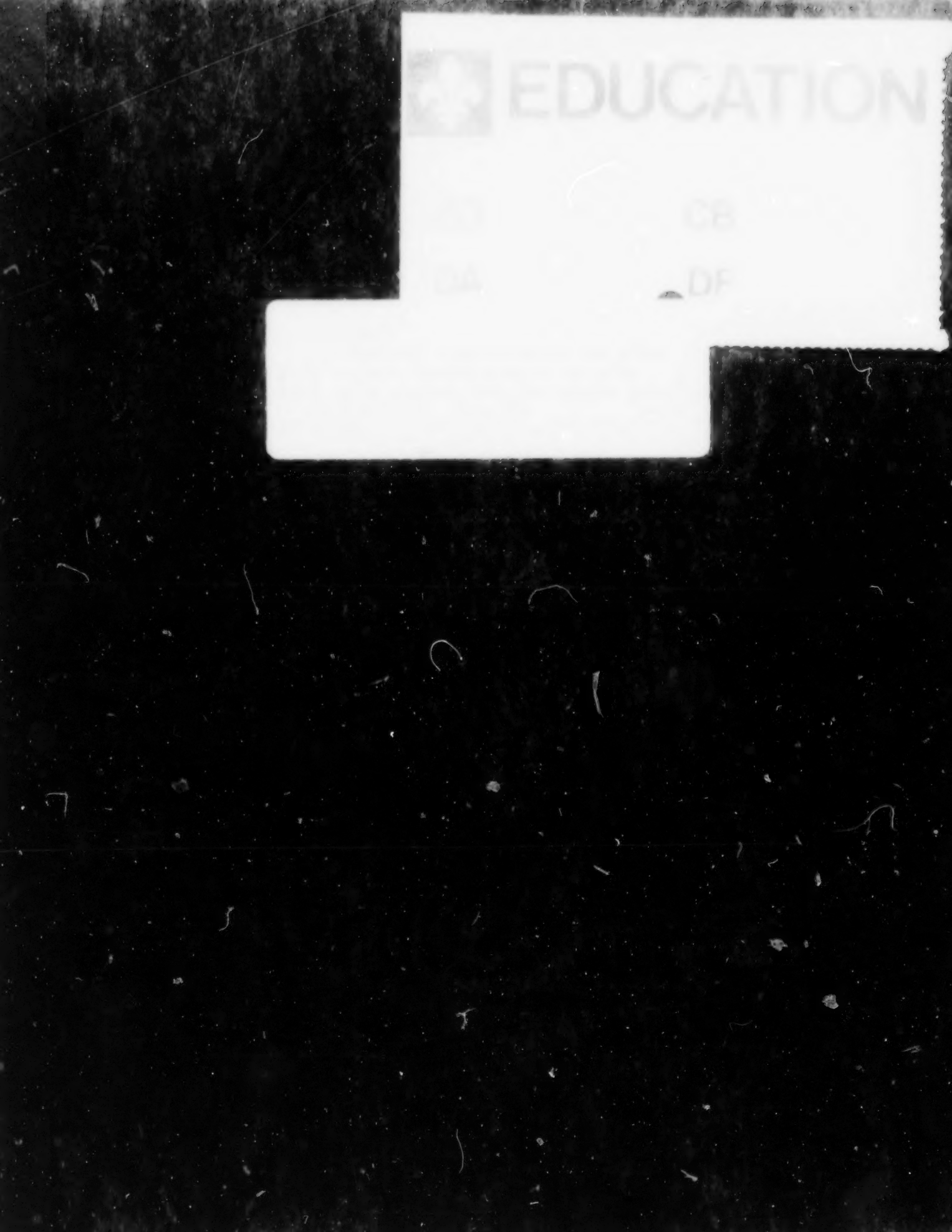
EDUCATION

TEB PILOT PROJECT

INTEGRATION OF VISUALLY
HANDICAPPED STUDENTS
INTO THE REGULAR SCHOOLS

1979 - 1980

PLAN DU RAPPORT DE LA RECHERCHE

1. Titre du projet

Montreal Association For The Blind Pilot Project: Integration Of Visually Handicapped Students Into The Regular Schools

2. Commision scolaire Ecole(s)

Bureau des Ecoles Protestantes du Grand Montréal (BEPGM)

The Montreal Association School for the Blind, now known as the Philip E. Layton School.

3. Membres de l'équipe de recherche et d'intervention: (nom, profession et formation, responsabilité dans le projet.)

Mr. J. K. Evans, Principal, responsable, Pilot Project.
Qualifications: Bachelor of Arts; Post-Graduate Diploma in Institutional Administration; and (current) M.A. (Educational Administration)

Teaching Experience: 16-years

Consultant: 1-year

Experience working with visually handicapped:
1958-1963: Supervisor of tutorial and recreational activities, Birmingham Institute for the Blind.
1973-Present: Principal and Deputy Director General, Montreal Association For The Blind.

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Mr. Leo Bissonnette, Researcher, Pilot Project.
Qualifications: Loyola College, B.A. (Honours) in Scciology, June 1974, graduating magna cum laude. Concordia University, M.A. in Sociology, June 12, 1977. Since September 1978, Mr. Bissonnette has been enrolled in McGill University's graduate programme in the Department of Sociology at the Ph.D. level.

Improvement of major contemporary social problems: Mr. Bissonnette has dedicated himself to the improvement of Major Contemporary Social Problems, especially for the blind and multi-handicapped. In 1977 he worked three months with the Centre for Continuing Education, Dawson College, to investigate the feasibility of organizing educational programmes for blind adults. From October 1977 to May 1978 he was a consultant for Dawson College on the Learn Again Programme: Education for the Visually Handicapped. From May 1979 to July 1979 he prepared a report on: "A Policy Pertaining to the Reception of Visually Handicapped Students in CEGEP."

Academic Leadership: Since September 1977, Mr. Bissonnette has been a member of the part-time instructional staff of Concordia University in the Department of Sociology. Furthermore, he has been a substitute teacher with the Protestant School Board of Greater Montreal since 1977 and an instructor in the summer programme of the Montreal Association School for the Blind.

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Mr. J. Tessler, Itinerant Teacher
Qualifications: Bachelor of Education.
Teaching experience: 5-years.

Miss Sandra Dorfman, Itinerant Teacher
Qualifications: Bachelor of Education, Diploma in Special Education.
Teaching experience: 1-year.

4. Plan de la recherche:

4.1 Modèle d'organisation détaillé des services éducatifs expérimentés dans la réalisation du projet. Il importe de préciser chacun des éléments (variables) suivants(es):

a. Spécification des difficultés des éléves concernés par ce projet;

Generally speaking, the MAB/PSBGM serves the needs of visually handicapped students - that is, students whose visual impairment, even with correction, adversely affects their educational performance. More specifically, the visual impairment of these students can be described as follows:

1. Multi-handicapped/visually impaired. By definition, this means a combination of the following: Multi-handicapped - two or more coincidental and educationally significant physical and/or psychological handicaps; visually impaired - a visual impairment which, even with correction, adversely affects a student's educational

performance. This population of students is provided with a more individualized approach than can be offered in a regular classroom before any attempt is made to integrate a student on either a part-time and/or full-time basis. In order to respond to the particular difficulties of the multi-handicapped/ visually impaired students, the MAB/PSBGM operates a residential school with special facilities and equipment.

2. The totally blind. "Blind" means a visual limitation constituting an educational handicap with the primary educational media being tactile (braille) and auditory (tapes). Many of these students remain in regular classes throughout their school career and receive the support services of an itinerant teacher.

3. Legal blindness. "Legal blindness" means a central visual acuity of 20/200 or less in the better eye with correcting lenses, or a peripheral field so contracted that the widest diameter of such a field subtends an angular distance no greater that twenty (20) degrees. These students are eligible for itinerant teacher services.

.../5

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4. Low Vision. "Low vision" means a visual limitation, generally 20/70 or less, constituting an educational handicap with print being used as the primary educational medium. These students remain in regular classes throughout their school career and receive the support services of an itinerant teacher.

b. Nombre d'élèves en fonction des difficultés énumérées précédemment;

Distribution of students in MAB/PSBGM educational programmes

Programmes	Number of Students
Multi-Handicapped/Visually Impaired: Itinerant Services Programme (1)	11
Totally Blind: Itinerant Services Programme	11
Vision Itinerant Services Programme (2)	53
	75

Note I: A total of 25 multi-handicapped/visually impaired students attend the MAB residential school; 11 of these students have been targeted for integration into the regular school system.

Note II: The Vision Itinerant Services Programme serves the needs of students considered to be "legally blind" or those with "low vision."

Reader's Note: The MAB as part of its comprehensive service to the visually handicapped community in Quebec, extends its educational services to meet the needs of 20 pre-school children and 19 post-secondary students. In other words, the MAB/PSBGM serves the needs of 75 students eligible for itinerant teacher services; the MAB, as part of its comprehensive programme of services to the visually handicapped of Quebec, serves a total of 114 students. (See section 4.1G below for more details.)

c. Groupe-âge et sexe;

1. Multi-handicapped/visually impaired students targeted for integration.

The following two figures provide a profile of the multi-handicapped/visually impaired students presently attending the MAB residential school targeted for integration into the regular school system.

Figure 1

Age Age in Years

Category Label Code	Absolute Freq.	Relative Freq. (PCT)	Adjusted Freq. (PCT)	Cum Freq. (PCT)
5.	1	9.1	9.1	9.1
7.	1	9.1	9.1	18.2
9.	3	27.3	27.3	45.5
10.	2	18.2	18.2	63.6
12.	1	9.1	9.1	72.7
13.	1	9.1	9.1	81.8
16.	1	9.1	9.1	90.9
18.	1	9.1	9.1	100.0
Total	11	100.0	100.0	

Figure 2

Sex

Category Lable	Code	Absolute Freq.	Relative Freq. (PCT)	Adjusted Freq. (PCT)	Cum Freq. (PCT)
Female	1.	4	36.4	36.4	36.4
Male	2.	7	63.6	63.6	100.0
	Total	11	100.0	100.0	

2. Itinerant Services Programme for the Totally Blind

The following two figures provide a profile of totally blind students who attend regular schools and receive the support services of an itinerant teacher.

Figure 1

Age Age in Years

CODE	FREQ	ADJ PCT	CUM PCT	CODE	FREQ	ADJ PCT	CUM PCT	CODE	FREQ	ADJ PCT	CUM PCT
9.	1	9	9	13.	2	18	55	17.	2	18	91
10.	2	18	27	14.	1	9	64	18.	1	9	100
12.	1	9	36	16.	1	9	73				

Figure 2

Sex

CODE	FREQ	ADJ PCT	CUM PCT	CODE	FREQ	ADJ PCT	CUM PCT	CODE	FREQ	ADJ PCT	CUM PCT
1.	4	36	36	2.	7	64	100				

3. Vision Itinerant Services Programme

The following two figures provide a profile of students with low vision who remain in regular classes throughout their school career and receive the support services of an itinerant teacher.

Figure 1

Age — Age in Years

CODE	FREQ	ADJ PCT	CUM PCT	CODE	FREQ	ADJ PCT	CUM PCT	CODE	FREQ	ADJ PCT	CUM PCT
9.	8	15	15	14.	4	8	66	20.	1	2	96
10.	6	11	26	15.	2	4	70	26.	1	2	98
11.	2	4	30	16.	6	11	81	30.	1	2	100
12.	6	11	42	17.	4	8	89				
13.	9	17	58	18.	3	6	94				

Figure 2

Sex

CODE	FREQ	ADJ PCT	CUM PCT	CODE	FREQ	ADJ PCT	CUM PCT	CODE	FREQ	ADJ PCT	CUM PCT
1.	21	40	40	2.	32	60	100				

d. Localisation des jeunes en fonction de leurs pairs du secteur dit "regulier";

Figure 1

Geographical distribution of students in the MAB/PSBGM Itinerant Services Programme for the totally blind.

Location of Schools	Frequency
1. Montreal West	7
2. Montreal	1
3. Laval	1
4. Beaconsfield	1
5. St. Laurent	1
Total:	11

Figure 2

Geographical distribution of students in the MAB/PSBGM Vision Itinerant Services Programme

Location of Schools	Frequency
1. Baie D'Urfé	1
2. Beaconsfield	1
3. Chateauguay	3
4. Chomedey	3
5. Cote St. Luc	1
6. Cowansville	1
7. Dollard des Ormeaux	1

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(d. Fig. 2 - cont'd)

Location of Schools		Frequency
8.	Dorval	2
9.	Farnham	1
10.	Greenfield Park	2
11.	Lachine	2
12.	Ville LaSalle	2
13.	Laval	1
14.	Montreal	8
15.	Montreal East	1
16.	Montreal West	2
17.	Notre Dame de Grace	5
18.	Pierrefonds	4
19.	Pointe Claire	3
20.	St. Basile le Grand	1
21.	St. Bruno	1
22.	St. Laurent	4
23.	St. Sauveur	1
24.	Verdun	2
	Total:	53

e. Organisation humaine et physique de l'école:

Humaines. In regard to each of the students, we work with the principal and teacher(s) in the regular schools.

Physique. As the reader will see from the following four figures, the students are distributed throughout the jurisdictions of a number of school commissions at the elementary and high school levels.

Figure 1

Schools served by the MAB/PSBGM Itinerant Services Programme for the totally blind

	Schools Served	Frequency
1.	Elizabeth Ballantyne	3
2.	Montreal West High School	4
3.	Western Laval	1
4.	Gerald McShane	1
5.	Windermere	1
6.	Parkdale School	1
	Total:	11

Figure 2

School Boards served by the MAB/PSBGM Itinerant Services Programme for the totally blind

	School Boards	Frequency
1.	Bureau des Ecoles Protestantes du Grand Montreal	8
2.	Commission des Ecoles Catholiques de Montréal	1
3.	Laurenvale School Commission	1
4.	Lakeshore	1
	Total:	11

.../12

Figure 3

Schools served by the MAB/PSBGM Vision Itinerant Services Programme

	School Served	Frequency
1.	Herbert Purcel	2
2.	Herbert Symonds School	1
3.	Lachine Rapids School	1
4.	Parkdale School	3
5.	Somerled School	1
6.	Stonecroft School	1
7.	Westpark School	1
8.	Willowdale School	1
9.	Woodland School	1
10.	Dorval High School	1
11.	Malcolm Campbell High School	1
12.	Montreal West High School	2
13.	Verdun High School	1
14.	Jewish General Hospital	1
15.	Mackay Center for Deaf and Crippled Children	3
16.	PSBGM Adult Services	2
17.	Gerald McShane	2
18.	John XXIII	1
19.	Clément School	1
20.	Resurrection of Our Lord	1
21.	LaSalle Catholic Comprehensive High School	1
22.	Edouard Laurin School	1

	School Served	Frequency
23.	Chomedey Polyvalent	2
24.	Centennial	2
25.	St. Willibrord School	1
26.	St. Paul School	1
27.	Howard S. Billings	1
28.	Ecole Monseigneur Gervais	1
29.	Montarville School	1
30.	Ecole Marie-Rose	1
31.	Heroes Memorial School	1
32.	St. Thomas High School	2
33.	Dorset	1
34.	Beaconhill	1
35.	John Rennie High School	1
36.	Spring Gardens	1
37.	Polyvalente Jean Jacques Bertrand	1
38.	Solomon Schechter Academy Inc.	1
39.	Miriam School	2
40.	Vanguard School of Quebec Ltd.	1
41.	Peter Hall School	1
	Total:	53

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Figure 4

School Boards served by the MAB/PSBGM Vision Itinerant Services Programme

	School Boards	Frequency
1.	Bureau des Ecoles Protestantes du Grand Montréal	23
2.	Commission des Ecoles Catholique de Montréal	3
3.	Commission Scolaire du Sault Saint-Louis	3
4.	Commission Scolaire du Sainte-Croix	1
5.	Laurenvale School Commission	2
6.	Commission Scolaire Régionale Protestante South Shore	2
7.	Commission Scolaire de Chateauguay	2
8.	Protestant Regional School Board of Chateauguay Valley	1
9.	Commission Scolaire Mont-Fort	2
10.	Commission Scolaire des Laurentides	1
11.	District of Bedford Protestant Regional School Board	1
12.	Commission Scolaire Baldwin-Cartier	2
13.	Commission Scolaire Lakeshore	4
14.	Commission Scolaire Régionale Honoré-Mercier	1
15.	Private Schools	5
	Total:	53

f. Identification des intervenants, spécification des rôles, fréquence de leurs interventions (total du nombre d'intervenants);

During the 1979-80 school year, the MASB had two full-time itinerant teachers on staff providing services in the following areas:

FUNCTION	FREQUENCY
Assistance to teachers and other school personnel	Itinerant support service is not considered to be an all-day, nor necessarily an everyday, schedule of educational service. The itinerant service programme is not to be confused nor interpreted as a classroom or quasi-classroom programme. The number of hours devoted to each student and his/her teacher varies widely according to situational need. In general, support is provided most intensively during the initial integration process and for the ensuing months. Thereafter intervention may be decreased but is again increased whenever a student moves from one educational level to another, that is, from elementary to high school. In addition, whenever a student is faced with unforeseen difficulties, intervention will again be required.
Interpret student's visual problem to school personnel.	
Specify necessary adjustments of classroom facilities and teaching procedures "time-testing, assignments, and other projects."	
Suggest modifications to teaching techniques to accommodate students "map work, overheads and other topics requiring a visual presentation."	
Provide guidelines for programming and setting realistic expectations and standards "substitutions, methods of evaluation."	
To arrange for the ordering of pre-brailled, pre-taped and large print materials.	

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Double: aucun

Notes: autres auteurs: J. Tessler, Sandra Dorfman

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FUNCTION	FREQUENCY
Lend equipment as well as aids and special devices to the school when necessary (4-track cassette tape recorders and braille writers).	However, certain of the students integrated into regular schools require support services on a continuous basis.
Advise and recommend at programme conferences.	
Continuous evaluation to determine if service is to be extended, maintained or discontinued.	
Assistance to the Student	**Visitations per Student**
	Limited Vision
Counsel students in regard to the selection of courses.	From twice a year to weekly depending on individual needs regarding vision. (Students eligible for the limited vision programme are those who are legally blind or having low vision. See 4.1a items 3 and 4).
Assist the student to initiate and maintain dialogue with his/her teacher(s)	
Guidance in organizing time and establishing good work habits. (Visually handicapped students require more time than their sighted counterparts for all aspects of their school programme).	**Blind**
	Maximum twice a week to ensure skill subjects are mastered.
Provide academic reinforcement or supplementary instruction in subject areas, where gaps are created because of a lack of (or reduced) vision, (all subjects in elementary school; where possible, secondary school).	

FUNCTION	FREQUENCY
Provide instruction in skill subjects related to vision (abacus, grade II braille, Nemeth Code, music braille, diagram reading, raised line drawing, typing, increased visual efficiency, and so on).	
Provide individual programmes when necessary to supplement classroom instruction in reading and math.	
Provide reference material (tape, braille, large print).	
ADDITIONAL SERVICES	
Rehabilitation Department	Rehabilitation services to students - 1911
Arrange vision assessment at MAB Low Vision Clinic when necessary.	
Arrange for a vision assessment in the classroom.	
Arrange for orientation to campus. (Here the student's orientation and mobility skills within the school as well as travelling to and from are evaluated by an orientation and mobility specialist).	
Provide instruction in the operation of equipment and special optic aids.	

FUNCTION	FREQUENCY
Social Service Department	
Arrange for counselling to cope with personal, social, family and vocational needs when necessary.	Social Service services to students - 391
Assist students in the making of applications for bursaries.	
Library Service	Library Service
Arrange for the transcribing of printed materials (text books, class handouts, exams and so on), into suitable media with a minimum of delay, (tape, braille, large print).	230 braille novels, 40 open reels and 455 cassettes were loaned. MAB volunteer braillers and readers contributed a total of 2,596 hours.
Volunteer Services Department	Volunteer Services Department
Arrange for volunteer tutorial help (including readers) in special circumstances.	The educational programme benefited by 1,794 hours, the Library by 2,596 hours.
Other Agencies	
Extensive liaison and teamwork with medical personnel and other community agencies, in addition to contacts within schools is required.	

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g. Assiette horaire;

Approximate Itinerant Time Distribution

	FUNCTION	TIME
ELEMENTARY LEVEL	Assistance to teachers and other school personnel	7%
	Assistance to students	30%
	Preparation of classroom material - (notes and exams)	4%
	Additional services coordinated by the itinerant teacher: Rehabilitation Department, Social Service Department, Library Services and Volunteer Services Department	2%
	Other agencies	2%
SECONDARY LEVEL	Assistance to teachers and other school personnel	7%
	Assistance to students	15%
	Preparation of classroom material - (notes and exams)	9%
	Additional services coordinated by the itinerant teacher: Rehabilitation Department, Social Service Department, Library Services and Volunteer Services Department	2%
	Other agencies	2%
OTHER * LEVELS	Pre-school - observation of children, counselling of parents, post-secondary - assistance to students and their instructors in CEGEPs, colleges	5%
	Record data and write reports	5%
	Travel time	10%
	Total:	100%

* The MAB, as part of its comprehensive service to the visually handicapped community in Quebec, extends its educational services to meet the needs of these two student populations. The following four figures present the characteristics of these two additional student populations served by the MAB.

Figure 1

Profile of children in MAB pre-school programme

AGE AGE IN YEARS

CODE	FREQ	ADJ PCT	CUM PCT	CODE	FREQ	ADJ PCT	CUM PCT	CODE	FREQ	ADJ PCT	CUM PCT
1.	3	15	15	3.	3	15	40	5.	5	25	90
2.	2	10	25	4.	5	25	65	7.	2	10	100

Figure 2

Profile of children in MAB pre-school programme

SEX

CODE	FREQ	ADJ PCT	CUM PCT	CODE	FREQ	ADJ PCT	CUM PCT	CODE	FREQ	ADJ PCT	CUM PCT
1.	7	35	35	2.	13	65	100				

Figure 3

Profile of students at the post-secondary level

AGE AGE IN YEARS

CODE	FREQ	ADJ PCT	CUM PCT	CODE	FREQ	ADJ PCT	CUM PCT	CODE	FREQ	ADJ PCT	CUM PCT
19.	1	5	5	25.	2	11	53	30.	1	5	89
21.	2	11	16	27.	3	16	68	31.	1	5	95
22.	3	16	32	28.	2	11	79	35.	1	5	100
23.	2	11	42	29.	1	5	84				

Figure 4

Profile of students at the post-secondary level

SEX

CODE	FREQ	ADJ PCT	CUM PCT	CODE	FREQ	ADJ PCT	CUM PCT	CODE	FREQ	ADJ PCT	CUM PCT
1.	4	21	21	2.	15	79	100				

h. Facteurs géographiques;

Because the population to be served is of very low incidence - that is, visually handicapped students are comparatively few in number, the geographical distances between schools where these students will be served may be considerable. (See 4.1 d and e above).

i. Ententes de services avec le ministère des Affaires Sociales;

Effective from September 1977, an Ententé was signed between MAB and PSBGM ratified by MEQ and MAS. By this agreement, MAS (80%) and MAB (20%) would provide the following:

1. Internal Elementary School

   a. Child-care staff

   b. Night nurse

   c. School building (and its maintenance, heating and lighting)

   d. Food for children's meals

2. Pre-School

   Pre-school facilities together with equipment and materials

3. MAB's Other Services

   a. Rehabilitation

   b. Social Work

   c. Library Services

NB: These three departments also serve all other MAB clients.

j. Autres

A note on the determination of case load size

The following items were considered when determining case load size for the two MAB/PSBGM itinerant teachers during the 1979-80 school year:

1. Geographic distribution of students.
2. Travel conditions within the area.
3. Possible clustering of students in schools, for example, five students at Montreal West High School.
4. Ages of Children.
5. Type and degree of visual impairment of the students.
6. Amount of direct service required.
7. Degree of past success in either the MAB's residential school programme and/or special or regular educational programme.
8. Ability levels.
9. Availability of services within the region.
10. Availability of services of other support personnel within the school system(s) to assist in functioning as a team.

The reader is again reminded that the itinerant teacher covers greater geographical distances, serving students with a broader continuum of ages and abilities, usually on an individual basis and in a more total manner, and becomes involved with more persons and agencies surrounding the client than do other teachers.

4.2 Les objectifs de la recherche

The research objectives of this project were divided into the following two phases:

NEEDS ANALYSIS PHASE

Specific Objectives

1. To gather data respecting a more precise definition of the educational needs of visually handicapped students, and to more carefully identify those steps that have been taken to date with respect to the integration of these students into the regular school system.

2. To submit a report to the Pilot Project Advisory Committee, which would become the starting point in discussions leading to the creation of an itinerant services delivery system.

EVALUATION PHASE

General Objectives

To collect information on the problems of implementing an itinerant teacher delivery system.

Specific Objectives

This exploratory evaluation study dealt with the following:

1. Can the designed intervention strategies (see section 4.4 below) be put into effect?

2. What will happen and what problems will be encountered?

3. Can the intervention strategies reach the designated population of visually handicapped students?

4.3 Hypothèses posées s'il y a lieu

In the Evaluation Phase (described above in 4.2) the researcher employed the traditional evaluation hypothesis: The programme is accomplishing what it set out to do.

It should be noted at this point that this Pilot Project has a highly developmental orientation. It has been described as being "innovative in the sense of pioneering with unique strategies designed to realize the successful integration of the visually handicapped into the school system of Quebec." The purpose of this project was to devise new procedures, techniques and approaches to organizing and delivering educational services as the basis for developing a new model for itinerant teacher support services and to test whether this model will provide a more effective and efficient way of administering this programme.

4.4 Elaboration du modèle d'intervention
- au plan rééducatif
- au plan pédagogique
- au plan social

TARGET POPULATION

As was noted earlier (see section 4.1a above), "visually handicapped" as used here includes four categories of visual impairment.

These students have the same basic needs as other students in addition to the special needs created by a loss of vision.

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Visually handicapped students must be assessed individually to determine the amount of regular class integration possible. There are those students who can profit from the regular curriculum with few if any adjustments or adaptations (see section 4.1a - items 2, 3 and 4 above). Certain students who are limited both visually and academically; some of these students can profit from the regular curriculum with special adjustments (see section 4.1a - item 1). On occasion, the cause of blindness also results in other handicaps, either physical or emotional or both.

OBJECTIVE

To provide continuous programmes through high school for students enrolled in the regular school system.

TYPES OF PROGRAMMES

In order to realize this objective of providing continuous programmes through high school, students were placed into one of the three following programmes during the 1979-80 school year:

Multi-Handicapped/Visually Impaired Itinerant Service Programme

This programme combines the outstanding features of the MAB's residential school (now known as the P. E. Layton School), that is, a more individualized form of instruction prior to integration, and the itinerant teacher services programme, that is, on-going educational services in the student's regular school classroom.

Once a student from the P. E. Layton School is recommended for integration, he/she is then provided with the following itinerant services:

Placement

An itinerant teacher will arrange for the placement of a student into a regular school class. According to the placement policies of each school board.

Provision of Educational Services

The itinerant teacher will:

1. Assist the student on a regular basis (see 4.1f for a more detailed discussion of frequency of school visits).

2. Assist the regular classroom teacher in planning individual work for the student.

3. Provide special materials at the student's own level of achievement.

4. Assist the regular classroom teacher in planning for improved peer relationships and in providing means for participation in classroom activities.

5. Act as a coordinator between the regular classroom teacher and other special services in the sharing of information about the programme or about the problems encountered in the programme.

Supplemental Instructional Services

The itinerant teacher will arrange for supplemental instructional services (if required) on an individual basis. Purposes for which supplemental instruction will be given include the development of individual subject area skills, as well as positive attitudes toward achievement and feelings of social acceptance.

.../27-28

VISION ITINERANT SERVICE PROGRAMME

The basic purpose of this programme is to meet the needs of students where visual impairment is educationally handicapping, thus requiring itinerant teacher support with the regular or special education programme (see section 4.1a - items 3 and 4).

Students in this programme will be provided with the following services:

Provision of Educational Services

The itinerant teacher will:

1. Assist the student on an individual basis - usually ranging from twice a year to weekly, depending on individual needs regarding vision (see 4.1f for a more detailed discussion of frequency of school visits).

2. Answer possible staff questions regarding a student's visual functioning and adaptations to his/her programme.

3. Determine whether or not the student is continuing to maintain maximum use of his/her residual vision in the academic programme.

4. Supply the student with appropriate and necessary equipment and materials with regard to vision.

Supplemental Instructional Services

The itinerant teacher will arrange for supplemental instructional services (if required) on an individual basis. Purposes for which supplemental instruction will be given include the development of individual subject area skills, a supplementary programme directed at developing more

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efficent visual discrimination skills with abstract material, a writing/typing programme, as well as positive attitudes toward achievement and feelings of social acceptance.

Additional Services

The itinerant teacher will act as a coordinator between the regular classroom teacher and other special services in the sharing of information about the programme or about the problems encountered in the programme.

ITINERANT SERVICES PROGRAMME FOR THE TOTALLY BLIND

The basic purpose of this programme is to provide itinerant service for the totally blind student integrated in a local school, and to give him/her the opportunity of living and functioning in his/her own community. In addition, this programme is designed to give assistance to teachers who have totally blind students in their classes.

Provision of Educational Services

The itinerant teacher will:

1. Assist the student on an individual basis - usually a maximum of twice a week depending on individual needs (see 4.1f for a more detailed discussion of frequency of school visits).

2. Answer possible staff questions regarding adaptations to a student's classroom programme.

3. Supply the student with braille books, tapes, auditory and other tactile aids.

Supplemental Instructional Services

The itinerant teacher will arrange for supplemental instructional services (if required) on an individual basis. Purposes for which supplemental instruction will be given include the development of individual subject area skills, such as abacus, Gr. 2 braille, Nemeth Code, diagram reading, raised line drawing, typing, as well as positive attitudes toward achievement and feelings of social acceptance.

Additional Services

The itinerant teacher will act as a coordinator between the regular classroom teacher and other special services in the sharing of information about the programme or about the problems encountered in the programme.

4.5 Calendrier de la démarche de recherche suivie

FORMULATION OF THE PROBLEM

In September 1979, Mr. Leo Bissonnette, researcher and Mr. J. K. Evans, responsible for the Pilot Project, met on several occasions in order to lay the groundwork for the Project and the research involved. These preliminary discussions established the Pilot Project Advisory Committee consisting of: Mr. J. K. Evans who acted as Chairperson and assumed overall responsibility for the Project; the two full-time intinerant teachers, Miss S. Dorfman and Mr. J. Tessler; and Mr. Leo Bissonnette, the part-time researcher.

The next series of meetings centered on the extent of the inquiry of the Pilot Project. After considering and rejecting a number of alternatives, a number of specific objectives were formulated. (See section 4.2 above).

During the month of October, the researcher began meeting with key individuals of the MAB in order to ensure early cooperation. It should be noted that these initial meetings were held in a very informal manner in order to permit the widest latitude possible in terms of confidentiality.

At the same time, the researcher began reviewing the existing literature and research bearing on the problems of the integration of the visually handicapped into educational programmes in the regular school system. This process of reviewing the literature was regarded by all the members of the Pilot Project Advisory Committee as being essential, for it was realized by all concerned that such a review provides background information, suggests theoretical approaches, and indicates which areas of the topic have already been covered and which have not. It should be noted that given the limited time permitted to carry out the study, a selected review of the existing literature was undertaken.

In order to obtain further information on the integration of visually handicapped students into the educational system, it was decided to write to, and visit whenever possible, agencies and school boards in Canada and the United States engaged in the process of integrating visually handicapped students into the regular school system. It was the hope of all the members of the Pilot Project Advisory Committee that such an approach would yield a description of various experiences in regard to integration, including any literature produced by these agencies and school boards on this topic. in addition, it was also hoped that the members of the Advisory Committee would learn of the numbers of students being assisted, the amount of staff time available, and more importantly,

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the methods used to facilitate integration. During November and December, a list of agencies in Canada and the United States was compiled, and letters were sent out to advise them of our mandate and to seek their cooperation. Arrangements were made for the researcher and Mr. Tessler to visit the Board of Education for the City of North York on December 11, 1979 and the Brantford W. Ross Macdonald School for the Blind on December 12, 1979. (It should be noted that the North York Board of Education operates a highly specialized set of programmes designed to integrate children into the regular school system in the Toronto area. The Brantford W. Ross Macdonald School for the Blind is a residential school for visually handicapped with specialized facilities and equipment).

As was noted earlier in section 3 above, Messrs. J. K. Evans and Leo Bissonnette had extensive previous experience in working with the visually handicapped. Both had visited a large number of agencies and schools for the visually handicapped in Canada and the United States; and, in the case of Mr. Evans, throughout the United Kingdom. These contacts enabled them to discuss integration - philosophies and methods - with many administrators and professionals in the field of blindness. (See Appendix A).

NEEDS ANALYSIS PHASE

In this phase, the researcher concentrated his research efforts on an evaluation of the effectiveness of existing MAB educational services and the identification of any changing or emerging needs. This phase of the Project was carried out during November and December of 1979.

REVISION OF MAB'S EDUCATIONAL SERVICES DELIVERY SYSTEM

By mid-December 1979, the process of revising the MAB's existing educational services delivery system assumed the highest possible priority among the members of the Pilot Project Advisory Committee.

Planning for the proposed services revision began on December 18, 1979, with a consideration of the researcher's findings obtained during the Needs Analysis Phase.

A revised service delivery model was drawn up during a series of meetings on December 18, 20, 1979. (See sections 4.1f and 4.4 above).

Arrangements were then made to circulate the proposed revisions among members of the MAB Rehabilitation and Social Service Departments in order to obtain their reactions to these proposed changes.

As the time between initial planning and implementation of the proposed changes was limited, (the target date for implementation as agency policy was February 1, 1980), and included a two-week Christmas holiday period, meetings were set up for all concerned in early January 1980.

The first meeting was devoted to a presentation of the researcher's findings and the presentation and explanation of the revised model for educational service delivery. The second meeting centered around a consideration of admission criteria and assessment and referral procedures. It was decided that all subsequent work would be done in small groups, with all members being kept informed at pertinent times, leading to the formulation of written policies which would be distributed to all concerned, and upon which a final report would be based.

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The revised education services delivery system was implemented on February 1, 1980; and from this point in time until the end of June 1980, the researcher concentrated his research activities on establishing the value and effectiveness of these new and revised intervention strategies.

Finally, it should be noted that arrangements were made for Mr. Bissonnette and Miss Dorfman to attend the Helen Keller Centennial Congress: A Blueprint for the Future, held in Boston, Massachusetts. The Congress provided additional information to the members of the Pilot Project Advisory Committee on the integration of visually handicapped students into the regular school system.

4.6 Evaluation du modéle d'intervention et d'organisation

a. Moyens d'évaluation (joindre les instruments en annexe);

NEEDS ANALYSIS PHASE

In order to review and evaluate the effectiveness of already existing educational services and to identify any changing or emerging needs; and, in order to gather data respecting a more precise definition of the problem, and to more carefully identify those steps that have been taken by the MAB with respect to the integration of the visually handicapped students into the regular school system, the researcher decided to employ two methodological techniques: questionnaires and unstructured conversational-type interviews. (See Appendix B - "A Methodological Note: The Needs Analysis Phase").

The questionnaires were administered to the following two populations: the teachers of the MAB school, (now known as the P. E. Layton School), and to the students presently receiving support services from the MAB. Students at all levels - elementary, high school, CEGEP, and university - were surveyed.

These questionnaires provided the above mentioned with an opportunity to make their opinions known on the subject of integration of visually handicapped students into the regular educational system.

Interviews were arranged for the following two populations: the Rehabilitation and Social Service personnel of the MAB, and the teachers in the regular schools where the MAB has placed students for integration.

In the case of the interviews conducted with the MAB staff, the researcher decided to conduct his investigation in as informal a manner as possible. This informal, unstructured type of interview procedure gave all concerned the widest latitude possible in terms of confidentiality. This interview procedure was designed primarily to safeguard the concerns of all individuals - that is, the confidentiality of both staff and clients.

In addition to the interview data gathered from the two populations, described above, the researcher was able to obtain some data at an information meeting for students, held at the MAB on Saturday, November 17, 1979. (Students, and their parents were invited to this meeting to discuss the following question: "How, in your opinion, could the services of the MAB be improved and in what other ways could we help you?")

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EVALUATION PHASE

Once a revised educational services delivery system had been outlined and implemented, the researcher concentrated his research efforts on gaining enough information to determine whether the proposed programmes were appropriate and useful. (See section 4.2 and 4.4 above). In order to gain this information, the following two methodological techniques were employed: participant observation and unstructured conversational-type interviews.

Participant observation was employed to obtain a full and complete description of the process of programme implementation.

Interviews were arranged for the following populations: students presently receiving support services from the MAB, teachers and other personnel in the regular school system, and the Rehabilitation and Social Service personnel of the MAB. Once again, these informal, unstructured interviews were designed primarily to safeguard the concerns of all individuals. (See Appendix C - "A Methodological Note: The Evaluation Phase").

b. Méthode d'analyse s'il y a lieu;

In this project, the analysis activity depended on and required a thorough description of process in order to collect information on the process of implementing a revised educational services delivery system. The analysis and assessment of data was, of necessity, a subjective one, depending largely on the perceptions and views of those making the judgments - that is, the four members of the Pilot Project Advisory Committee. The analysis

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could not depend on scientific canons of research except for the analysis of quantitative information on the number and characteristics of the student population served through the project. The function of the descriptive activity was to provide enough information to enable all concerned - the four members of the Pilot Project Advisory Committee - to arrive at an informed assessment of outcome.

c. Présentation des résultats Synthèse descriptive et/ou tableau quantitatif;

The results, presented below, are discussed under the following three headings:

1. Teachers in the Regular Schools: An Analysis of Results
2. Students presently being integrated with MAB Support: An Analysis of Results
3. MAB Staff: An Analysis of Results

1. Teachers in the Regular Schools: An Analysis of Results

In the first section of the interview, the teachers were asked a series of questions designed to help us review and evaluate the effectiveness of the MAB's existing educational services. More specifically, discussion centered around the following questions:

a. In your opinion, what is the greatest concern for a visually handicapped student during the first few weeks at your school?

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The following areas were identified most often by most teachers:

. Building up confidence, acceptance by others, socialization, and feeling welcome.

. Orientation to physical surroundings.

b. In your opinion, what do you consider to be the primary needs of a visually handicapped student?

. Every teacher interviewed spoke of academic needs within the classroom - that is, teaching techniques, note-taking, reading and writing skills, and study skills. Those teachers, drawing on their experience with children having low vision, were particularly concerned about reading and writing skills.

. Many teachers felt that there was a great need for recreation and social activities for visually handicapped students. It was noted that very few visually handicapped students participate in activities outside of the classroom.

c. Overall, how well has the MAB been able to meet the educational needs of the students being integrated into your school?

. In general it was felt that the MAB was doing an adequate job in meeting the educational needs of the students being integrated into regular schools. However, it should be pointed out that concerns were expressed in the areas of braille and tape transcription. Many teachers commented on delays in having inkprint material transcribed into braille or read onto tape. Other teachers expressed concern about the lack of modified print material for children with low vision.

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In the next section of the interview the teachers were asked to comment on the following services and structures which the MAB intended to improve upon in the future. The following areas of service were discussed:

1. The Role of the Itinerant Teacher

Many teachers did not fully understand the role of the itinerant teacher. Many indicated that while they were sure that having an itinerant teacher who travels from school to school and is available on a regular basis is probably important both for themselves and their students, they did not quite see how they could make maximum use of such a resource person.

In order to appreciate why the role of the itinerant resource teacher is not properly understood by teachers, one must understand the way that the itinerant has functioned up until the 1979-80 school year at the MAB. For the past six years, the services provided to students by staff members from several MAB departments have been coordinated by an itinerant teacher employed on a half-time basis.

The MAB, at least for this year, now has two full-time itinerant teachers and hence anticipates significant improvements in both the quality and quantity of its services to students. It means, for example, that now an itinerant teacher can travel more frequently to a school in order to help both the student and his/her teacher deal with problems related to integration.

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2. Improved Braille and Tape Transcription Services

The teachers were pleased that efforts were being made to undertake a complete re-examination of all sources where brailled and recorded materials may be obtained. The additional hope was expressed that efforts would be made to obtain much needed large print books. It was observed by a number of teachers that many children with low vision were often not able to obtain enough required reading material for adequate and effective development in reading skills.

3. Skill Workshops

Teachers were pleased to learn of the MAB's intention to run a series of workshops for students attending regular schools with the aim of improving their study skills and the better use of such items of equipment as the slate and stylus, the 2-speed tape recorder and the brailler. The hope was expressed that these workshops would improve the ability of visually handicapped students to cope educationally with the school programme.

2. Students Presently Being Integrated with MAB Support: An Analysis of Results

At the outset of this analysis it should be noted that a significant number (about one-third) left portions of the questionnaire blank, explaining that they did not have any problems whatsoever.

The students were asked a series of questions designed to help us evaluate the effectiveness of the MAB's existing educational services. More specifically, the following four questions were asked.

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1. My needs as a student are primarily related to ...

It should be noted that students were asked to rank a list of items according to their importance to them. The following are the results:

- Concerns related to physical facilities
- Counselling services
- Recreational and social concerns
- Academics (actual inside the classroom activities - participation in the class activities, note-taking, exams, and so on).
- Academics (outside the classroom activities relating to academics - tutorial or remedial assistance, reading, use of library, study skills, and so on).

2. Overall, how well has the MAB been able to meet your educational needs?

It should be noted that students were asked to choose a phrase from the following list which best described their response:

- Not at all
- Somewhat
- Adequately
- Almost completely
- Completely.

The following results were obtained:

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a. Elementary and high school students tended to feel that the MAB had either "almost completely" or "completely" met their educational needs.

b. The CEGEP and university students were generally more citical. Indeed, it should be pointed out that the responses from these students tended to cover the entire range of possibilities provided for in the questionnaire. It should also be noted that, for the most part, responses clustered around "adequately". As the reader will see below, CEGEP and university students were very concerned about both the braille and tape transcription services of the MAB.

3. More specifically, how well has the MAB been able to meet your educational needs in the following areas?

It should be noted that for each item in the list given below, students were asked to choose the phrase which best described their response to a specific item. Students picked their appropriate response from the following:

- Not at all
- Somewhat
- Adequately
- Almost completely
- Completely

The following results were obtained:

a. Counselling students in regard to the choice of schools and the selection of courses. Most students selected "adequately".

b. Initiating and maintaining dialogue with instructors. Again, most students tended to select "adequately".

c. Providing orientation to campus. Here answers were clustered around two responses: "almost completely" and "completely".

d. Arranging for the transcription of printed material into suitable media with a minimum of delay. Here responses were clustered around the following two phrases: "not at all" and "somewhat".

e. Lending equipment as well as aids and special devices. Most students felt that the MAB was "adequately" meeting their needs in this area.

f. Arranging for volunteer tutorial help (including readers) in special circumstances. Students tended to feel that the MAB "somewhat" met their needs in this area. This response is consistent with item "d" above.

g. Assisting students in the making of applications for bursaries.

It should be noted here that many students - particularly at the elementary and high school levels - did not respond to this item. Those students - at the CEGEP and university levels - felt that the MAB had "adequately" met their needs.

h. Providing residential accommodation for some students. Only a few students responded to this item. Students seemed to be "completely" satisfied in this area.

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4. What is your most critical unmet need?

For the most part, students talked about their need for equipment - 2-speed tape recorders, braillers, optacons, and so on. Those students with limited vision described their need for various optical and magnifying aids, and their need for large print books.

Students were then asked to evaluate the importance they placed on a number of programmes, services and structures which MAB intended to improve upon in the future in order to better meet the educational needs of its students. They were asked to select the phrase which best described how important they thought that programme, service or structure was for them. They were asked to choose from the following list of phrases:

- Not at all important
- Somewhat important
- Of medium importance
- Quite important
- Extremely important.

1. The Role of the Itinerant Teacher

On this item, it should be noted, that student responses tended to cluster around two phrases: "somewhat important" and "of medium importance". It should also be pointed out that many students left this item blank.

In order to appreciate why the role of the itinerant teacher is ranked as it is by the students, two things must be said. First, when asked directly if they need the help of an itinerant teacher - this is particularly true among elementary and high school students - they immediately respond by saying that everything is fine. Here, at least in the opinion of the researcher, the way in which the question was phrased - that is, in a direct way - yielded a negative response, or at best, a neutral one, "of

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medium importance". In addition, there are the historical factors described in the previous section of this report dealing with the teachers' attitudes toward the itinerant teacher. In short, the students were not sure how to adequately utilize the services of a full-time itinerant teacher, assuming they admit to themselves that they need help.

2. Transcribing Print Material into Braille

Students felt that this item was "extremely important". High school, CEGEP and university students all placed great emphasis on this area.

3. Reading Print Material onto Tape

Students felt that this item was "extremely important". It should be noted here that some students with low vision also expressed the need for large print books.

4. Workshops

In general, student response to these workshops was mixed. Many students did not provide a response to this item, and those who did, felt that these workshops were "somewhat important".

3. MAB Staff: An Analysis of Results

The data contained in this section was synthesized from the conversational-type interviews and written comments found in the MASB Teacher Questionnaires.

In general, it was felt that the goal of the MAB's educational services should continue to be that of providing appropriate support to all students and their teachers

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so that as many visually handicapped students as possible may remain in regular classes or return to regular classes from the MAB's residential school. It was also felt that special programmes, including the MASB's residential programme, should continue to be made available for those pupils requiring a more individualized approach than can be provided in a regular class. One informant put the matter as follows:

> "The MASB is a necessary element in the overall educational system of Quebec, particularly when the programme elements require specialized facilities and equipment."

There is also the growing need for more and improved itinerant teacher services. It was felt that these itinerant services were of particular importance to individuals or small groups of individuals who attend schools in the regular system. It was also felt that these services should be centrally located - as is the case at present - at the MAB in order that the itinerant teachers might draw upon the available agency resources, for example, the resources of the rehabilitation and social service departments.

EVALUATION PHASE

The results, presented below, deal with information collected on the problems of implementing a revised itinerant teacher services delivery system. More specifically, the following three questions are considered:

1. Were the designed intervention strategies put into effect?

2. What happened and what problems were encountered?

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3. Did the intervention strategies reach the designated population of visually handicapped students?

1. Were the Designed Intervention Strategies put into Effect?

As was noted earlier, a revised itinerant teacher services delivery system was drawn up in a series of meetings during the months of December 1979 and January 1980. These meetings generated a formal agency policy on the integration of visually handicapped students into the regular school system; this policy was implemented on February 1, 1980.

In addition to the programmes already described above in section 4.4, the policy also provided written guidelines in the following two areas: Placement and integration. More specifically, the policy provided as follows:

PLACEMENT

Objective: To place in the itinerant teacher services delivery system all students who are experiencing difficulties in regular school programmes because of their visual handicap and are eligible for placement. (See section 4.1a above).

INTEGRATION

Objectives: (1) To continuously assess each student's achievement. (2) To develop written guidelines for justified integration of MASB students into the regular school system.

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In order to realize these objectives in the two areas just described, the following procedures were implemented on February 1, 1980:

PLACEMENT PROCEDURES

1. The MAB continued its already established policy of requiring that a recent eye examination report be on file before placement be considered.

2. The MAB developed a placement team consisting of: the two itinerant teachers, the social worker responsible for students at the MAB and the members of the MAB rehabilitation department.

3. The MAB developed a procedure whereby the itinerant teachers would meet with parents in order to discuss educational possibilities available in the itinerant teacher services system.

INTEGRATION OF MASB STUDENTS

A file, known as an "Integration Profile", was developed for each MASB student. The Integration Profile contains baseline data indicating the student's current status in various areas of instruction.

2. What Happened and What Problems were Encountered?

Generally speaking, very few problems were encountered during the process of implementing the revised itinerant teacher services delivery system. As the reader will see below, two minor problems arose early in the implementation process, and they were quickly resolved.

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In order to understand why few problems arose, it is important that the reader realize that many of the MAB's resources had been in place for a number of years prior to the 1979-80 school year. More specifically, the Social Service Department had in place a referral system in which all new cases were initially handled by a social worker.

A minor revision to the Social Service Referral Procedures. It was found shortly after the revised itinerant teacher services delivery system was put into operation that requests for service made by, or on behalf of, visually handicapped students attending regular schools were being directed to three different departments within the agency: the Principal of the MAB's residential school, the two itinerant teachers, or the MAB social worker responsible for school-age students.

It was decided to modify the referral process in the following manner:

> Regardless of who received the request for service, the itinerant teacher would be responsible for providing the MASB Principal and the MAB social worker, all available information concerning the referral. More specifically, it was decided that the itinerant would:
>
> . Respond to the educational needs of the students in conjunction with the principal and teacher(s) of the regular school.
>
> . Complete a standard form in regard to each visit made to the regular school and place a copy of the completed form in the student's social service file.

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. Ensure that placement policies of the various school boards served by the itinerant teachers are respected.

The MAB social worker would:

. Obtain an eye report.

. Accompany the itinerant on the initial visit.

. Whenever necessary, provide counselling to the students and/or the parents.

. In conjunction with the itinerant, arrange for referrals to be made to MAB's Rehabilitation Department.

It was recognized by all concerned that in order for the system to work close collaboration between all members was required. Furthermore, it was also agreed that if experience revealed that the social worker's schedule did not permit the high level of involvement anticipated, (this applied particularly to the social worker's participation in the initial visit to the student's school), the question would be reviewed by the departments of social work and education at the end of September 1980.

A clarification of the role of the itinerant in the integration of MASB students into the regular schools.

When it came to the integration of students of the MASB residential school into the regular school system - particularly at Elizabeth Ballantyne School and Monteal West High School - a problem arose. The problem centered around uncertainty about the boundaries that marked off areas of responsibility within the MAB internal educational system.

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In order for the reader to understand why this particular problem arose, it is important to realize that prior to the 1979-80 school year, integration of MASB students into the regular schools was the joint responsibility of the MASB Principal and the student's classroom teacher. When integration was indicated for a student, the MASB Principal contacted the principal of the receiving school to discuss and arrange placement. Once all necessary arrangements had been finalized by the two principals concerned, the actual in-class integration of the MASB student became the responsibility of his/her MASB teacher and the teacher of the receiving regular school.

The problem became one of turning this responsibility for the integration of MASB students, over to the itinerant teachers. At first, this revised procedure, that is, the itinerants assuming responsibility for the integration of MASB students, met with some confusion and resentment on the part of some MASB teachers. However, after a number of meetings, the problem was resolved. Indeed, it should be noted that as the school year progressed, the system began to evolve to a point at which the permanent MASB teachers began to provide the two itinerant teachers with all the necessary information pertaining to the integration of the pupils into the regular schools.

3. Did the Intervention Strategies Reach the Designated Population of Visually Handicapped Students?

In order to answer the above mentioned question concerning whether or not the visually handicapped student population was reached by the intervention strategies it seems instructive at this point to say a few words about the composition of the caseload of the two itinerant teachers.

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The caseload of the two itinerants included every student with whom the MAB was actively working with during the 1979-80 school year. (The MAB assisted 114 students during the 1979-80 school year). Each itinerant had a caseload of 57 students; these were extremely heavy caseloads. In practice, there was a hierarchy of priorities which demanded the services of the two itinerant teachers. The greater the demand for itinerant services, and the greater the need for follow-up services, the less realistic it became to expect effective direct caseload service delivery at this high a maximum.

Some characteristics of the priorities of service, listed in descending order, follow:

1. All students in all programmes (described in section 4.4 above) who require regular weekly service, usually instructional in nature.

2. All students who require services provided on a periodic basis - securing special education equipment and materials, checking students' progress.

3. All students who require service only upon request, usually on an annual or semi-annual basis, or as recommended by the itinerant teacher.

The following two figures provide data on the frequency of itinerant/student contact:

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Figure 1

Frequency of itinerant teacher services provided to students in the MAB/PSBGM itinerant services programme for the totally blind.

Type of itinerant teacher service	Frequency
1. Monthly	5
2. Bi-weekly	3
3. Weekly	1
4. Twice-weekly	2
Total:	11

Figure 2

Frequency of itinerant teacher services provided to students in the MAB/PSBGM vision itinerant services programme.

Type of itinerant teacher service	Frequency
1. Annually	28
2. Semi-annually	5
3. Monthly	7
4. Bi-weekly	1
5. Weekly	5
6. Initial	7
Total:	53

Reader's Note: In addition to the 64 students served by the two programmes described in the two figures above, the MAB, as part of its comprehensive service to the visually handicapped population of Quebec, serves 50 students requiring educational support. (See sections 4.1c and 4.1g for a more detailed description of the MAB's visually handicapped student population).

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d. Interpretation et discussion

NEEDS ANALYSIS PHASE

The MAB - especially in recent years - has continued to improve the quality of the educational services offered to its students. If the MAB has a future, it is only in terms of the continued existence of diverse elements within the agency - that is, the continued cooperation of various departments of MAB in providing the necessary support services to the visually handicapped student population of Quebec.

It is clear that the MAB has already put in place many of the necessary structures required to assist the visually handicapped student population adequately function within the regular school system. More specifically, the following components of a comprehensive programme have already been created: the MAB's residential school programme, its various rehabilitation and social service programmes, its braille and tape transciption services, and its volunteer department.

From the above analysis it became clear that many changes and improvements were needed - this was one of the goals of this project. More specifically, changes and improvements were required in the following areas:

1. Written policies for integration had to be established in order to insure successful integration into regular school programmes on an individual basis.

2. Placement criteria, placement procedures and a placement team had to be developed.

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3. To develop a folder for each student that would include baseline data indicating the student's current status in the various areas of instruction.

As was noted earlier in this report, the findings obtained during the Needs Analysis Phase were used by the members of the Pilot Project Advisory Committee in the formulation of a revised model designed to improve both the quality and quantity of the MAB's educational services to its student clientele.

EVALUATION PHASE

We have just looked at the MAB as it coped with rapid expansion of its educational services during the 1979-80 school year, not only in its numbers but also in the range of abilities in its students and in the range of skills of its staff. We have just described how the MAB has adjusted to growing complexity in its structure and organization as new resources have been added during the course of the Pilot Project. In short, we have just described an institution in the process of change.

In the course of this analysis we have outlined two specific problems encountered during the implementation of a revised itinerant teacher services delivery system. These problems should be seen as a natural and normal response to change for it should be pointed out that change in one part of a system is bound to cause stresses and anxieties not only in that area but in the institution as a whole.

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